

Visions Performing Arts College-Prep
Aurora Public Schools Charter Application
Submitted March 08, 2019
Proposed Opening August 2020



Please direct questions or requests for additional information to:

Founder/Executive Director:

Auset Maryam drauset@gmail.com or 720.620.2316



A. Executive Summary	Page 003
B. Vision & Mission Statements	Page 006
C. Goals, Objectives & Pupil Performance Standards	Page 011
D. Educational Program	Page 017
<i>D.1.: 020; D.2.:025; D.3.:039; D.4.: 048; D.5.:050; D.6.:061</i>	
E. Serving Exceptional and Educationally Disadvantaged Students	Page 064
<i>E.2.: 067; E.3.:075; E.4.: 080; E.5: 084; E.6.: 088</i>	
F. Student Discipline, Expulsion or Suspension	Page 091
G. Plan for Evaluating Pupil Performance	Page 102
<i>G.1:103; G.2: 106; G.3:107</i>	
H. Enrollment Policy and Outreach	Page 109
I. Governance	Page 113
<i>I.2: 121; I.3: 122</i>	
J. Evidence of Support	Page 130
K. Parent and Community Involvement	Page 139
L. Budget and Finance	Page 141
<i>L.2: 145</i>	
M. Facilities	Page 146
N.1. Transportation	Page 149
N.2. Food Service	Page 150
O. Employees	Page 151
<i>O.2: 157; O.3: 158</i>	
P. Insurance Coverage	Page 160
Q. Dispute Resolution Process	Page 161
R. Waivers	Page 162
S. School Management Contacts	Page 000



Section A: Executive Summary

Visions Performing Arts College-Prep ("VPAC"), a Colorado non-profit corporation, seeks a charter from the Aurora Public Schools District ("APS") to operate a 6th-12th grade performing arts charter school opening Fall 2020.

Vision Statement: Preserving African and Latinx American Performance through quality education.

Vision: To enlighten students, especially African and Latinx underserved students, with the importance of integrating high levels of artistic and academic skills and knowledge to increase graduation rates, decrease dropout rates, and provide greater opportunities for students upon graduation to enter into competitive performing arts careers, institutions of higher learning, and career fields that offer high potential for growth to compete at high levels with satisfaction and responsibility while affirming and preserving their cultural heritage to plan for financial stability. VPAC will contribute to the transformation of education, future workforce and arts and entertainment industries by cultivating students who will be able to compete at high levels.

Mission Statement: Produce student performers rooted in cultural arts to continue, complete, & compete in the world.

Mission: VPAC is committed to providing 6th-12th grade students with culturally affirming content dedicated to preserving African and Latinx performing arts. VPAC is dedicated to exposing underserved students to a high rigor curriculum that graduates them to be competent and confident in professional artistic careers and college.

Values: VPAC is built on the 3 C's values to fuel students to take ownership of their education and craft through proper instruction and training that will catapult them into success.

- *Continue*- VPAC high school experience to expand, perfect and display what they have received through the VPAC educational experience.
- *Complete*-Master Colorado Department of Education academic standards and arts expectations to be competent and confident in demonstration of comprehension and mastery.
- *Compete*- Performing arts and workforce industries will recognize the academic and cultural gifts and talents brought by VPAC students. VPAC will fuel students to take ownership of their education and craft to demonstrate the 3 C's: Continue, Complete and Compete.

Key Programmatic Features

Systematic Truth Learning Method

Systematic Truth Learning Method is where educators of color relate to students of color by being transparent about the systematic disparities that the students inherently sense and feel but may not be able to articulate. STLM validates the often, unspoken feeling that students of color feel from instructors because of biases and implications often unintentional yet very impactful in a harmful way.

High Rigor Inquiry & Project Based

VPAC will use the performing arts to introduce inquiry-based learning. With efficiency proven throughout the school year, two major collaborative productions per year, will be produced as a collaborative project-based assignment. Beginning with inquiry based in middle school to mature into project-based learning allows VPAC to address closing the academic performance gap in African and Latinx students.

Culturally Relevant Arts Education

VPAC will prepare students for future success in college and career through rigorous and integrated academic instruction through cultural engagement in the performing arts. Core integrated performing arts training with performing arts integrated core that embraces inquiry and project-based learning with technology supported devices are vital for high quality success in the future.

School Calendar and Schedule: VPAC will be on an extended school day. From 8:00 AM-4:30PM with an extended school year of 174 instructional days and 1416 instructional hours per year. That equals 14 additional days than the required 160 days and 336 additional hours than the 1080 hours required by Colorado Department of Education.

Partner Organizations: VPAC has strong partnerships with other community organizations and industry experts to aid in the facilitation of inquiry-based learning.

Parks Scholars Network Fields Foundation Empower Community High School	The People's Building VOCO YEQI	Beautiful Evolution Institute 100 Men Who Cook DIA Studios	Cleo Parker Robinson City of Aurora Cultural Affairs Commission African Leadership Group
--	---------------------------------------	--	--



Growth Plan: By Fall 2025, VPAC will serve 100 students per grade, with 20 students per class, for a total of 700 students. VPAC hopes to open in August 2020. VPAC will open 6th-8th grade with 60 student per grade for a total of 180 students. The growth plan for enrollment will be modest to maintain integrity of program.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
6 th Grade	60	80	100	100	100	100
7 th Grade	60	80	100	100	100	100
8 th Grade	60	80	100	100	100	100
9 th Grade		60	80	100	100	100
10 th Grade		60	80	100	100	100
11 th Grade			80	80	100	100
12 th Grade				80	80	100
TOTALS	180	360	540	660	680	700
# ADDED	180	180	180	120	100	100
# GRADUATE				80	80	100

Chart A.1.

Student Body: VPAC's student body will attract primarily African and Latinx American students. VPAC currently serves 50 students. With programming at APS and DPS schools. Students will most likely be coming from various elementary and middle schools throughout APS district. Being the only focused arts education school in the district, VPAC anticipates students will attend from all over the district and closely mimic the diversity served within APS. VPAC will attract and bring Aurora students who are in other districts back into APS.

Native American	Asian	African American	Latinx	White	Native Hawaiian	2+	FRL	SPED	G&T	ELL
5%	15%	30%	30%	10%	5%	5%	60%	10%	10%	20%

Chart A.2.

Evidence of Community Support: VPAC has had and continues to have a strong presence in arts, culture and communities in both Aurora and Denver. For over almost two decades, Founder and Executive Director, Dr. Auset Maryam has utilized her expertise and developed a variety of artistic educational programs and activities for young people and adults in school districts, agencies and organizations throughout Denver and Aurora communities. Stakeholders including parents and students began to demand Visions Performing Arts evolve into a full fledged educational institution. Auset began identifying her leadership development needs. For five years Auset assembled a group of stakeholders that were devoted to the development of a performing arts school dedicated to preserving African and Latinx performing arts. Visions Performing Arts (VPA) added the C for College-Prep (VPAC) to confirm the expansion and growth lead by the demand of families and students. This organic process is defined through place-based education.¹ VPA will fold into VPAC and remain as an after-school program.

The first step in planning the school involved a close examination of the kinds of students the school was seeking to enroll and engage in arts education. At that time, VPA had been operating for over 10 years as an after-school and elective program. Auset recognized the need to expand wisely through piloting with focused academic outcomes to ensure VPAC as a school would produce positive results in the academic model for students. From piloting and experiences working with artistic students a clear picture emerged as to their characteristics and how to design artistic and academic programs that would enhance the development of the students' talents and career desires. While artistic students are not totally different from other general education students, often their characteristics are more profound and without a clear understanding as to how these characteristic either enhance their craft or distract from it is lost. A close examination of these characteristics is outlined in the article in Washington Post January 22, 2013 entitled *The Artistic Edge: 7 Skills Children Need to Succeed in an Increasingly Right Brain World* authored by Valerie Strauss² arts and leadership educator points to the following 10 Skills children learn from the arts programs.

After five years of charter school leadership training, and piloting intentional academic measurement, VPAC was ready to embark on the journey that the community demanded and begin the process of opening a 6th-12th grade school. New Schools Venture Fund provided the resources to pilot the entire school model in the summer of 2018.

¹ Sobel, D (2004). <https://www.antioch.edu/new-england/wp-content/uploads/sites/6/2017/02/pbexcerpt.pdf>

² Strauss, V (2013). https://www.washingtonpost.com/news/answer-sheet/wp/2013/01/22/top-10-skills-children-learn-from-the-arts/?noredirect=on&utm_term=.f52e7cefa0fe



This pilot was extremely successful and highlighted the many strengths and identified a few areas of improvement of the school model. Students displayed a 40% academic growth on specific academic goals in math and English, with additional unexpected academic growth. VPAC team was able to look at all the data and create a plan to fill the gaps to confidently implement in August 2020. The 8 majors, identified by the community, that VPAC will start with in Fall 2020 are: Dance, Theater, Vocal, Audio Engineering, Spoken Word: Comedy, Speech and Debate, Cosmetology, Costume Design, Staging: Props and Set. All majors are aspects of performing arts with skills for many career choices.

VPAC will offer a unique collaboration of performing arts and meet or exceed Colorado Department of Education standards expectation in academic instruction that will nurture student engagement, social responsibility, diversity, equity and inclusivity while cultivating important 21st Century Skills, such as creativity, community, critical thinking, technology, collaboration, communication. VPAC's vision, mission and plan are aligned with the core values of Aurora Public Schools District 2020 plan. VPAC is eager to open the year of seeing the results that the diverse APS Strategic Planning Team put in place. VPAC is excited to become a staple in showing the state and the country through collaboration, every institution can align to shape the future.

Culture: VPAC culture starts with language. All adults in the building are addressed as Mama (mother in Swahili) and Baba (father in Swahili), no matter the credential. If the adult is an elder, they are addressed as Elder. Students are brothers and sisters. This establishes VPAC as family in a village that loves one another. VPAC celebrates the uniqueness of all students and adults and promote self and community accountability. VPAC's school motto is the African proverb, "When you teach, you learn twice". Trust in the village is built with students that are cultivated to be guides, mentors and peer teachers.

Leadership: VPAC's leadership consists of a combined 40 year experienced in arts and education. Community input for over 5 years has guided and influenced the direction of VPAC's development. The leadership team is committed to instilling all of the extensive professional development for best practice accountability measures.

Executive Director

Dr. Auset Maryam – Operations, Organizational Leadership, Hiring, Stakeholder Development, Project Management, Culture and Budget, Fundraising

Principal

[Redacted] – Instructional Programs, Coordinator Coaching Development, and Management Professional Development, Pedagogy, Data and Culture

Academic Coordinator

[Redacted] – Collaboration leader, Instructional Implementation, Managing and Coaching Academic team

Artistic Coordinator

Yuzo Neito - Implementation of Artistic Programs, Collaborator of integration, Managing Artistic team

Chart A.3.

Governance: The governance of VPAC is a Board of Directors that are responsible for Executive Director accountability, academic performance, fiduciary matters, compliance of governmental and Aurora Public Schools regulations. The board is made up of a diverse group of experts in various fields like: charter school leadership and finances, performing arts, human resources, compliance, community development, community representation, and cultural competency and many more.

Jaye Lucas, Chairwoman	Dr. Carolyn Jones, President	DeEtta Boganey, Vice President	Ishmad Spade, Treasurer	Katherine Casey, Voting Member	Elerie Archer, Voting Member	Arlene Williams, Voting Member
---------------------------	---------------------------------	-----------------------------------	----------------------------	-----------------------------------	---------------------------------	-----------------------------------

Chart A.4.

VPAC Board is proud to have completed the State Board of Directors training as a mandatory requirement. Also, the board will be working closely with League of Charter Schools for continued support in founding board support. The board will conduct annual evaluations using the Colorado Department of Education Board Evaluation Tool.

A Unique School for APS: VPAC will be unique from other schools in Aurora Public Schools District because it will provide a performing arts program that allows students to culturally engage in the performing arts. APS is in need of a quality performing arts school that can serve the student performers in the district in excellence. Through the performing arts students will learn valuable 21st Century Skills that align to the values of APS 2020 and beyond. VPAC will foster student passion and engagement that will lead to student success.



Section B: Vision & Mission Statements

Vision Statement: Preserving African and Latinx American Performance through quality education.

Vision: To enlighten students, especially African and Latinx underserved students, with the importance of integrating high levels of artistic and academic skills and knowledge to increase graduation rates, decrease dropout rates, and provide greater opportunities for students upon graduation to enter into competitive performing arts careers, institutions of higher learning, and career fields that offer high potential for growth to compete at high levels with satisfaction and responsibility while affirming and preserving their cultural heritage to plan for financial stability. VPAC will contribute to the transformation of education, future workforce and arts and entertainment industries by cultivating students who will be able to compete at high levels.



VPAC dancers after performing in Cherry Creek Arts Festival.



VPAC's foundation is rooted in community, whole child well-being, and culturally relevant arts education with high rigor. Student performers educational experience at VPAC will empower them in their culture while challenging them to take ownership of their gifts and talents to ensure they are successful prepared for college and beyond. Introducing performing arts integrated core and core integrated performing arts curricula that works in collaboration, requires a balanced mixture of inquiry-based learning that will lead into project based collaborative learning.

While most secondary Aurora Public Schools offer a number of artistic classes, a full fledged performing arts school does not exist in the district. Denver Public Schools has the highly recognized school, Denver School of the Arts (DSA), however the demographics are often limited due to financial fundraising obligations to remain enrolled. According to anecdotal reports from parents and community members there are many underserved Black and Brown students who apply, but unfortunately are rejected, leaving them to take only the limited number of artistic classes offered in the regular school curriculum. Students who are passionate about perfecting an artistic craft benefit from a formalized, comprehensive arts education program designed for budding artists. The research shows they benefit from an arts program that is inclusive of core academic subjects with the expectation that they will meet the competencies required of both.³

Black and Brown student performers are often still underserved as culturally relevant arts education options are not available in the schools. Research has shown the importance of providing students with content that affirms their cultural identity and celebrates diversity and inclusion.⁴ These students often came to VPA, and to some extent, found what they were seeking. However, VPA was limited in what could be offered because of programming being limited to after-school and weekend accessibility. Providing high-quality artistic instruction is time intensive and costly and many of students were limited in the amount of time they could commit due to regular school academic requirements and family financial status. After much deliberation, the VPA board sought additional resources to pilot increasing the number of artistic courses with academic outcomes offered. VPA upped the level of complexity which could make students more competitive in their field of artistic study. This piloting lead to confidently making the decision to add the "C" (for College-Prep) and moving forward in charter application.



VPAC implementing programming at DSST

³ Greene J., Kisida B., Bogulski C., Kraybill A., Hitt C., & Bowen D. (2014) <https://www.edweek.org/ew/articles/2014/12/03/13greene.h34.html>

⁴ Aronson B., Laughter J. (2017) <https://journals.sagepub.com/doi/10.3102/0034654315582066>



Mission Statement: Produce student performers rooted in cultural arts to continue, complete, & compete in the world.

Mission: VPAC is committed to providing 6th-12th grade students with culturally affirming content dedicated to preserving African and Latinx performing arts. VPAC is dedicated to exposing underserved students to a high rigor curriculum that graduates them to be competent and confident in professional artistic careers and college.

The Importance of Arts Education: The crisis of arts being removed from schools sparked, *Reinvesting in Arts Education*, a document published in 2011 by The Presidential Committee on the Arts and the Humanities, presents former President, Barack Obama's understanding of the importance of an arts education. This generated five focus point to the reinvesting of the arts. Those five areas were:

- 1.) Build collaborations among different approaches
- 2.) Develop the field of arts integration
- 3.) Expand in-school opportunities to teach artist
- 4.) Utilize Federal and State policies to reinforce the place of arts in K-12 education
- 5.) Widen the focus of evidence focused about arts education.

VPAC is committed to these areas being displayed and eager to contribute to the reinvesting of arts throughout the school model. In order to do this, VPAC must nourish students' confidence to utilize their creative skills in their educational experience. In addition to giving students the core academic content skills they need to compete in the new global context, VPAC also encourages the ability to think creatively that comes from arts education."⁵

The State of Colorado also affirms the importance of arts education. House Bill 10–1273 ⁶supports all Colorado public schools to offer courses in visual and performing arts. This bill was designed to motivate schools to take advantage of creative ways to instruct material. An extensive 2008 study conducted by the Colorado Department of Education and the Colorado Council on the Arts found that arts instruction is a key component in helping Colorado students be well prepared for success in college, career and beyond.

The three key components of VPAC's model are based on piloting, research and combined approaches that support student inquiry guided by content experts, both academically and artistically. These approaches are listed below and will be defined in further detail throughout this application.

Systematic Truth Learning Method

Systematic Truth Learning Method is where educators of color relate to students of color by being transparent about the systematic disparities that the students inherently sense and feel but may not be able to articulate. STLM validates the often, unspoken feeling that students of color feel from instructors because of biases and implications often unintentional yet very impactful in a harmful way.

High Rigor Inquiry & Project Based

VPAC will use the performing arts to introduce inquiry-based learning. With efficiency proven throughout the school year, two major collaborative productions per year, will be produced as a collaborative project-based assignment. Beginning with inquiry based in middle school to mature into project-based learning allows VPAC to address closing the academic performance gap in African and Latinx students.

Chart B.1.

Culturally Relevant Arts Education

VPAC will prepare students for future success in college and career through rigorous and integrated academic instruction through cultural engagement in the performing arts. Core integrated performing arts training with performing arts integrated core that embraces inquiry and project-based learning with technology supported devices are vital for high quality success in the future.

⁵ President's Committee on the Arts and the Humanities, *Reinvesting in Arts Education: Winning America's Future Through Creative Schools*, Washington, DC, May 2011 <https://www.giarts.org/sites/default/files/Reinvesting-in-Arts-Education-Winning-Americas-Future-Through-Creative-Schools.pdf>

⁶ <https://www.cde.state.co.us/coarts/artlegislation-1273>



Student-Led, Educator Guided, Community Supported: Students will be surveyed for a consensus of the semester collaborative project/performance. Educators will then model collaboration by integrating performing arts in core curricula and integrating core curricula in performing arts guided by their expertise. Additional performances, led by students throughout the school year, will teach crucial workforce and life skills that prepare students for whole-being success. Some of those skills are: creativity, collaboration, communication, critical thinking, problem-solving, conceptualization, cultural awareness, tolerance, teamwork, discipline, confidence and poise.

For over 14 years, the community has ensured that VPA performances are sold out in the historic Cleo Parker Robinson Theater in Denver, and The People's Building in Aurora. Local businesses and community organizations also purchase booths during the performances and ad spaces in the performance ad space.



Senator Rhonda Fields and community member volunteering with VPAC annual coat drive

Values: VPAC is built on the 3 C's values to fuel students to take ownership of their education and craft through proper instruction and training that will catapult them into success. Upon adding the "C" to VPA, the 3 C's expand the values and goals of the added "C", while promoting mastery in both academia and arts.

- **Continue**- VPAC high school experience to expand, perfect and display what they have received through the VPAC educational experience.
- **Complete**-Master Colorado Department of Education academic standards and arts expectations to be competent and confident in demonstration of comprehension and mastery.
- **Compete**- Performing arts and workforce industries will recognize the academic and cultural gifts and talents brought by VPAC students. VPAC will fuel students to take ownership of their education and craft to demonstrate the 3 C's: Continue, Complete and Compete.



Philosophy: To create an educational culture that has greater focus on becoming than on being, places equal amounts of value on the imaginative and the factual, assign greater priority to valuing others than to measuring them, and regards the quality of the journey as more educationally significant than the speed at which the destination is reached. This philosophy is inspired by the research of Dr. Reuven Feuerstien on Mediated Learning Experience.⁷ The philosophy of VPAC has framed the Golden Triangle that expressed the educational experience and method of achieving with the added 10,000 hours of mastery philosophy by Malcolm Gladwell.⁸

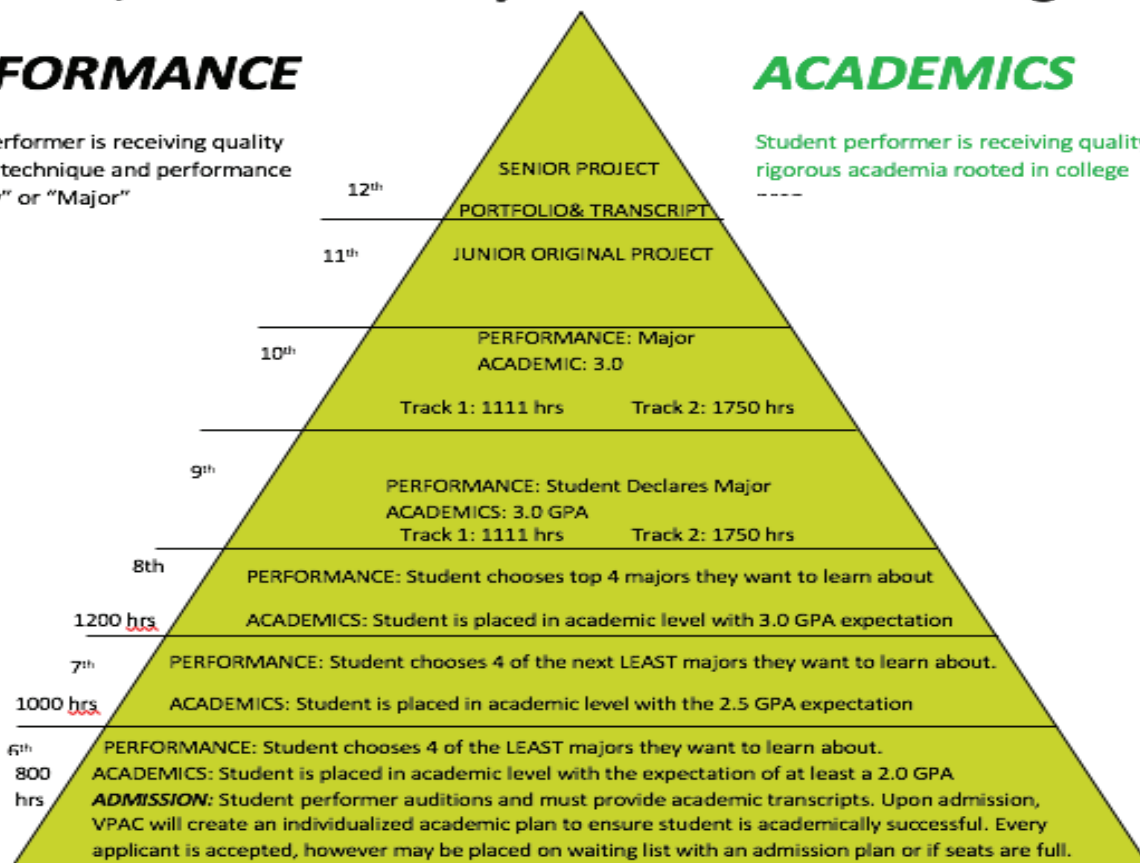
10,000 Hours of Systemic Truth Learning

PERFORMANCE

Student performer is receiving quality training in technique and performance of "Improv" or "Major"

ACADEMICS

Student performer is receiving quality rigorous academia rooted in college



IDENTITY

Student performer is introduced, empowered, and excited about curriculum giving history and culturally competent

Chart B.2.

Every grade level will meet or exceed the CDE academic expectations. High school track 1 is minimum expected performance hours each high school year, included supplemental and additional supports for special need students. Track 2 is maximum performance hours each high school year, included opportunities for gifted and talented students. Students may change their major at the beginning of the school year. VPAC wants to expose students to every performance art through the discipline and life-skills that the arts provide. Students may enter VPAC until 10th grade. Through additional supplemental programming each student will graduate with at least 4,444 performance arts hours.

⁷ <https://profectum.org/feuersteins-mediated-learning-experience-mle/>

⁸ Gladwell M., 2008 Outliers, Little Brown and Company



Section C: Goals, Objectives & Pupil Performance Standards

Through inquiry-based learning, student performers will set the goals to work toward to ensure they are interested and engaged. Research has proven this helps students, particularly in the Urban settings, to take ownership of their educational experience.⁹ VPAC's "SMART Goals" (Specific, Measurable, Ambitious and Attainable, Reflective and Relevant, Time Specific and Target Date) support the vision and mission. These goals are intentionally aligned to Aurora Public Schools 2020 Strategic Plan for Shaping the Future¹⁰. Preparing student performers through the 3 C's Values of Continuing, Completing, and Competing ensure entering college, the workforce and beyond with the skills and tools necessary to be successful. VPAC's unique model of performing arts education provides opportunity to set a goal to be the premiere and only full fledged performing arts school in Aurora Public Schools. Every goal set is with the expectation of 60% of student body reaching the goals set. There are SMART, Academic, Performing Arts, Non-Academic and Executive goals that will be met within each respected department.



VPAC presenting Black History Month performance at Martin Luther King High School

⁹ Stewart, E. B. (2008). *Education and Urban Society :School Structural Characteristics, Student Effort, Peer Associations, and Parental Involvement, The Influence of School and Individual-level Factors on Academic Achievement*.

¹⁰ APS. (2018). *Goal 3: Credentials*. Retrieved March 07, 2018, from <http://aps2020.aurorak12.org/goal-3-credentials/>.



SMART Goals: The Academic “SMART” (Specific, Measurable, Ambitious, and Attainable, Reflective of and Relevant to the school’s mission and Time-Specific with a Target date) goals of VPAC are unique to the model. With a cultural arts emphasis, VPAC has determined the “SMART” goals for each previous academic goal mentioned.

	Goal	Specific	Measurable	Ambitious/Attainable	Reflective/Relevant	Time Specific/Target
1.	Integrate performing arts knowledge activities and skills into all core content area courses.	Ensure every core content area is collaborating to integrate concept learning through culturally relevant creative approaches.	Weekly, quarterly, Mid-year and End of Year core content assessments via NWEA MAPS Measurement: NWEA MAPS	VPAC admin team are experts in data-driven instruction measured by NWEA MAP. End of year one overall academic growth and performance.	Weekly academic data meeting to reflect on impact and results of assessments VPAC admin team will utilize real-time results to adjust and guide teachers to ensure every student is aligned to reach academic success.	Weekly, Quarterly, Mid-year and End of Year academic data reflection. Year 1
2.	VPAC students will demonstrate at least 1.5 years of growth in Math and English Language Arts as measured by NWEA MAPS interim assessments. PSAT for students in 9th and 10th grades, and by the SAT for students in 11th grade.	Provide all supports needed through additional tutoring, supplemental material and MTSS.	Weekly, quarterly, Mid-year and End of Year core content assessments via NWEA MAPS Measurement: NWEA MAPS, PSAT & PSN EQUITY AUDIT	VPAC admin team are experts in data-driven instruction measured by NWEA MAP. VPAC will develop an Equity Audit team to follow PSN Equity Audit approach.	Weekly academic data meeting to reflect on impact and results of assessments VPAC admin team will utilize real-time results to adjust and guide teachers to ensure every student is aligned to reach academic success.	Weekly, Quarterly, Mid-year and End of Year academic data reflection. Year 1
3.	VPAC students will meet or exceed state academic standards in Math, English Language Arts as measured by CMAS, PSAT for students in 9th and 10th grades, and by the SAT for students in 11th grade.	Provide all supports needed through additional tutoring, supplemental material and MTSS.	Weekly, quarterly, Mid-year and End of Year core content assessments via NWEA MAPS Measurement: NWEA MAPS, PSAT & CMAS	VPAC admin team are experts in data-driven instruction measured by NWEA MAP. End of year one overall academic growth and performance.	Weekly academic data meeting to reflect on impact and results of assessments VPAC admin team will utilize real-time results to adjust and guide teachers to ensure every student is aligned to reach academic success.	Weekly, Quarterly, Mid-year and End of Year academic data reflection. Year 1
4.	VPAC will receive a “meets” or high rating for Academic Achievement on the Colorado Department of Education School Performance Framework by year 3.	Implement all SMART goals set by VPAC.	Weekly, quarterly, Mid-year and End of Year core content assessments via NWEA MAPS Measurement: NWEA MAPS, PSAT & CMAS	VPAC admin team are experts in data-driven instruction measured by NWEA MAP. End of year one overall academic growth and performance	Weekly academic data meeting to reflect on impact and results of assessments VPAC admin team will utilize real-time results to adjust and guide teachers to ensure every student is aligned to reach academic success.	Weekly, Quarterly, Mid-year and End of Year academic data reflection. Year 3
5.	Students will meet or exceed VPAC and APS expectations on indicators or Postsecondary and Workforce Readiness	VPAC will align with the specific expectations of APS.	Weekly, quarterly, Mid-year and End of Year core content assessments via NWEA MAPS Measurement: NWEA MAPS & CMAS	VPAC admin team are experts in data-driven instruction measured by NWEA MAP. End of year one overall academic growth and performance	Weekly academic data meeting to reflect on impact and results of assessments VPAC admin team will utilize real-time results to adjust and guide teachers to ensure every student is aligned to reach academic success.	Weekly, Quarterly, Mid-year and End of Year academic data reflection. High School Graduation Rate: Yearly after 5 Middle School Matriculation Rate: Yearly after 1 year
6.	Provide opportunities for each student to learn at a pace that is comfortable and leads to greater levels of demonstrated comprehension and mastery.	Implement looping cohorts that supports competency-based learning and supports peer to peer instruction.	Weekly, quarterly, Mid-year and End of Year core content assessments via NWEA MAPS	VPAC admin team are experts in data-driven instruction measured by NWEA MAP. End of year one overall academic growth and performance	Weekly academic data meeting to reflect on impact and results of assessments VPAC admin team will utilize real-time results to adjust and guide teachers to ensure every student is aligned to reach academic success.	Weekly, Quarterly, Mid-year and End of Year academic data reflection. Year 1
7.	Develop and implement policies, procedures, and operational mechanisms and structures support the continued growth and sustainability of the school	Utilize mechanism that are proven to work, while slowly developing VPAC specific mechanisms to support the mission and vision.	Weekly, quarterly, Mid-year and End of Year core content assessments via NWEA MAPS	VPAC admin team are experts in data-driven instruction measured by NWEA MAP. End of year one overall academic growth and performance	Weekly academic data meeting to reflect on impact and results of assessments VPAC admin team will utilize real-time results to adjust and guide teachers to ensure every student is aligned to reach academic success.	Weekly, Quarterly, Mid-year and End of Year academic data reflection. Year 5

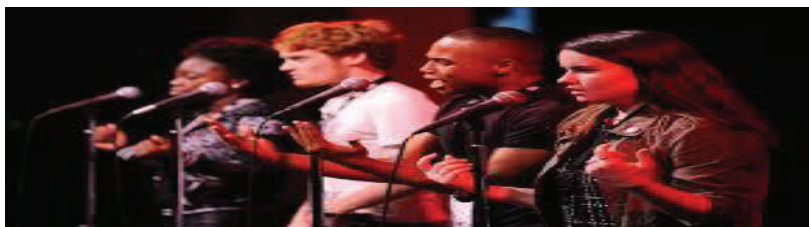
Chart C.1.



Academic Goals: VPAC will comply with the Colorado Department of Education Standards of Accreditation Requirements as detailed in the Colorado Charter Schools Act and the Education Accountability Act of 2009 (22-11-101 et seq., C.R.S.)¹¹. The following goals are applicable to 60% of the student body who attend at least 90% of VPAC instructional time. VPAC will use Northwest Evaluation Association (NWEA) rubrics, assessments and evaluation tools¹² to measure student's progress, while VPAC admin will gradually implement VPAC specific goals by year 5. The following goals are what VPAC hopes to uphold in the charter contract with APS. VPAC will follow the CDE competency for graduation.¹³ See Section G1 of this application for Assessment. Please see Appendix C:1 for Detailed Academic Goals.

Performing Arts Goals: VPAC will comply with the Colorado Department of Education Standards of Accreditation Requirements as detailed in the Colorado Charter Schools Act and the Education Accountability Act of 2009 (22-11-101 et seq., C.R.S.). Aligning with the Gifted and Talented standards in performance, VPAC will assess, measure, and allow students to demonstrate with the encouragement of closing the gap of under-representation of underserved students in GT. VPAC will align with the National Core Arts Standards: A Conceptual Framework¹⁴. This document outlines the philosophy, goals, dynamic processes, structures, and outcomes that shape student learning and achievement in dance, media arts, music, theater, and visual arts. VPAC will implement these proven methods while gradually implements elements that are specific to the VPAC model by year 5. See Section G1 of this application for Assessment. Please see Appendix C:2 for Detailed Performing Arts Goals.

Non-Academic Goals: VPAC curriculum will be academically rigorous, artistically excellent and culturally relevant. VPAC will continue to be a hardworking agency that uplifts the communities served. The table below are essential non-academic goals that are vital to success in the model. By ensuring the success of student achievement, VPAC's intends to address in the most efficient and effective strategy to advance academic achievement. VPAC is dedicated to nurturing student's social, emotional, and physical needs. VPAC's model of inquiry-based learning leading into project-based, self-directed work requires complex executive functions. VPAC believes that a student's ability to work with others, to create connections between ideas and people, and to manage time and resources is as important as academic and artistic achievement. These social and emotional development goals will serve VPAC students beyond graduation and throughout their careers not just as a complement to their academic knowledge, but as an essential set of life skills. Learning how to work together as peers and collaborators is as important as learning how to read, write, analyze and compute fluently. The educators and families are vital in the execution of the model as well and VPAC intends to expand the parent involvement into a committee upon opening. Please see Appendix C:3 for Detailed Non-Academic Goals.



Student spoken word performance

¹¹ APS. (2009). <https://www.cde.state.co.us/accountability/stateaccountabilityregulations>

¹² <https://www.nwea.org/content/uploads/2014/07/Comprehensive-Guide-to-MAP-K-12-Computer-Adaptive-Interim-Assessment>

¹³ <http://www.cde.state.co.us/postsecondary/gradguidelinesfaqs#GGstudentssuccess>

¹⁴ <https://www.nationalartsstandards.org/sites/default/files/Conceptual%20Framework%202007-21-16.pdf>



VPAC has a goal of reaching the Performance rating on the Colorado School Performance Framework¹⁵ by year three. As illustrated below attaining this rating based on research into schools with similar demographics around the Front Range, this is attainable. VPAC being a specialty school focused on the arts, attracts self-motivated students will be an advantage to reaching these goals. (Table C-2)

School	2017 SPF	FRL %
Aurora Central High School	Priority Improvement	73.3%
Hinkley High School	Improvement	75.7%
Gateway High School	Priority Improvement	64.5%
DSST GVR HS (DPS)	Exceeds	71%
KIPP Northeast Denver Leadership Academy (DPS)	Exceeds	86.2%
William Smith High School (APS)	Performance	57.7%

Chart C.2.

Many of the schools outlined above that have attained incredible academic results (DSST & KIPP), particularly for historically underserved students including students who qualify for free and reduced lunch, students learning English, and students of color, through the use of more didactic and prescriptive approaches to learning and culture. VPAC expects to achieve equally impressive outcomes for students through a co-created, dialogic, relevant, and authentic approach to learning.

Continuous Improvement: VPAC's leadership team and Board members will receive regular monthly updates on student progress toward academic goals using various formative and interim NWEA assessment tools. Should any student's data demonstrate that they're falling behind on any of the metrics listed above, VPAC's Principal will guide educators and leaders to address the specific area of concern immediately. This will include: ensuring that students are attending school regularly, that they have access to necessary learning experiences and materials, and that assessments are relevant, informative and timely.

VPAC utilizes data to drive and support students. Students will participate in their assessment evaluations and be able to have a voice in their learning progress. Students will be able to see their area of improvement needs and contribute to a holistic approach to understanding their assets, challenges, and opportunities for expansion in their learning. VPAC will support students through an assessment model that uses both national standardized interim and summative assessments and learner-centered formative and summative assessment practices such as projects and field experiences. These blended assessment opportunities are described in more depth in subsequent sections of this application.



Student performer

¹⁵ CDE. (2017). <https://www.cde.state.co.us/accountability/4scoringguide>



MONDAY MASTERY: Every Monday morning, students will receive core curriculum tutoring and support as needed. From 11am until the end of the school day, students will be engaged in performing arts training. For each major, students will be engaged in mastering that craft and will be expected to apply and demonstrate in their projects. This is also an opportunity for all students to obtain additional artistic training they need rather it is to close the gap or support Gifted and Talented students. Art Department educators will rotate instructing on Monday's twice a month. A student teacher will instructor, with the guidance of the Art Department Lead, once a month. Finally once a month, VPAC will host expert guest arts instructors to expose students to National and International performers. VPAC will also host a community engagement with this artist in the evening that will be open to the public. Below is the Monday Mastery schedule.

TIME	ACTIVITY
8-10:45 AM	Academic Support and Tutoring
11:00 AM	Technique Training
12:30 PM	Lunch
1:00-3:00 PM	Specialty
3:30-4:00 PM	Specialty/Guest Performer
6:00-8:00 PM	Community Engagement Invitation

Chart C.3.

CONTINUOUS IMPROVEMENT: VPAC's Art's and Academic Departments will continuously collaborate to ensure core and arts expectations are being met. Academic Departments will meet weekly to examine and implement instruction through data-driven results. Artistic Departments will meet weekly to examine and implement instruction through data-drive results. Both Academic and Artistic Departments will meet weekly to ensure the integration is highly monitored and truly being executed.

VPAC utilizes data to drive and support students. Students will participate in their assessment evaluations and be able to have a voice in their learning progress. Students will be able to see their area of improvement needs and contribute to a holistic approach to understanding their assets, challenges, and opportunities for expansion in their learning. VPAC will support students through an assessment model that uses both national standardized interim and summative assessments and learner-centered formative and summative assessment practices such as projects and field experiences. These blended assessment opportunities are described in more depth in subsequent sections of this application.



Student performer



Continuous Improvement: VPAC will conduct survey's and empathy interviews throughout the year and apply that data to be driven for performance.

Executive Organizational Goals

Goal 1: VPAC will demonstrate fiduciary and financial responsibility.

- **Measure (a):** Annual budgets demonstrate effective and sustainable allocation of financial resources as measured by balanced budgets submitted to Aurora Public Schools. The Board Finance Committee and Board reviews budgets monthly.
- **Measure (b):** External EYO annual audit reports demonstrate the VPAC meets or exceeds professional accounting standards.

Goal 2: VPAC will add value to students' communities.

- Measure (a): Students will lead and host monthly open stage showcases to engage the youth in the communities to redirect into the performing arts.
- Measure (b): Students co-create at least three themed performances/projects per year with community partners.
- Measure (c): Community members who have been involved with or impacted by students' community participation participate in evaluative response.
- Measure (d): Community evaluation shows that student performances/projects meet a need in the community 60% of the time or more in the first year of operation.

Goal 3: VPAC will meet or exceed parent/guardian and student expectations.

- Measure (a): Average family and student general satisfaction will exceed 85% based on surveys at the close of each semester.
- Measure (b): Based on surveys of students and families, VPAC will maintain a rating of at least 85% on the following aspects of the organization: exceptional educators, rich educational opportunities, real-world application and tangible outcomes, and overall satisfaction with academic programming and student development.
- Measure (c): 85% of VPAC's students will re-enroll each year for each grade transition as measured by enrollment annual records.

Goal 4: VPAC will create a workplace experience that meets or exceeds staff expectations.

- Measure (a): 90% of staff members will rate the workplace on surveys as at least 4 out of 5 for: space for creativity, support for new projects, flexible work schedules, meaningful work, and academic rigor.
- Measure (b): 75% of current employees would recommend working for VPAC





Section D: Educational Program & Standards

Educational Program Rationale: It is well known that student performers love academic classes integrated with performing arts. At VPAC, students in middle school will meet or exceed the CDE academic standards while experiencing all of the art majors offered in high school. This is the beginner or explorative level to give every student access to explore and prepare them as they transition to high school and select one as their major arts concentration. Through after-school programming, supplemental support, performances and events a student will have access to majors due to Gifted and Talented, enrollment after 6th grade, support in major, to further a student's interest. 8th grade year will be preparing students to audition into their selected major.

VPAC high school students will meet or exceed the CDE academic standards while advancing in their respected major. 9th and 10th grade will serve as the intermediate level of artistic demonstration with a focus on mastering the fundamentals of their craft. This will include the history, technique, creativity, individual and collective demonstration displayed through assessments and observation. 11th and 12th grade students will serve as the mastery level of artistic demonstration with a focus on research, original creativity, current contributors, advanced technique, individual and collective demonstration and senior projects. Through after-school programming, supplemental support, performances and events a student will have access to majors due to Gifted and Talented, enrollment after 9th grade, support in major, to further a student's interest. Students can enroll until 10th grade. 11th grade year will be preparing students to begin the research of their senior project.

In the Colorado Visual and Performing Arts Educational Survey, the study affirms arts education in Colorado public schools is no longer optional. The study provides new data revealing that Colorado public schools that offer more arts education have lower dropout rates and higher scores on tests in reading, writing and science—regardless of student ethnicity or socioeconomic status. The Colorado Department of Education's Arts in Education Guidebook explains how important the offering of arts education is in fostering Postsecondary and Workforce Readiness (PWR) in Colorado students. A copy of the CDE Arts in Education Guidebook is provided in Appendix D:1.

A strong foundation in the performing arts builds many 21st Century Skills sought by universities and employers: A wealth of additional research confirms that education and engagement in the performing arts plays a vital role in the development of each child. A strong foundation in the performing arts build students' self-confidence, poise, communication skills, creativity, problem solving, conceptualization, critical thinking, cultural awareness and tolerance, personal discipline and teamwork - many 21st Century Skills sought by universities and employers. Additionally, a positive correlation exists between student engagement in the arts and many indicators of success such as grades in school, test scores, high school graduation rates, college enrollment, volunteerism and political engagement. Research shows that students benefit from an educational program that equally values quality instruction in the core subject areas with meaningful engagement in the performing arts. With this research in mind, VPAC plans to provide a unique learning environment to help students gain valuable 21st Century Skills through daily engagement in the performing arts from a culturally competent foundation rooted in identity.

Performing art classes demand participation, involvement and perfect practice if one is to achieve a level of competitive competence. Performing arts education recognizes that lack of attention to detail shows immediately and that improvement depends on focused critiques, constant feedback and a willingness to accept coaching as an integral part of the learning and skill development. Teachers trained in performance arts are quite skilled at using the three-step approach to teaching and learning which rely on the following: 1) teaching a specific concept didactically and through perfect demonstration with technique and terminology comprehension 2) allowing the student to practice the concept, skill and knowledge individually or with a peer or peers and 3) individual demonstration to where mastery is assessed with performing arts professional. When mastery is not achieved, additional perfect demonstration is provided followed by additional individual/peer practice and another chance to demonstrate mastery.



VPAC does not take lightly its commitment to high academic achievement. In examining the research, it is found that many performing arts schools have difficulty providing programs that address both academics and the arts without losing the focus on the arts. An article written in the New York Times by Sharon Anderson, (1996) points to the power of arts classes is that how they are taught can be a catalyst leading the way for improvement in how all core curriculum classes are taught. Ellyn Berk, an educational consultant and member of a group drawing up national standards for arts education, makes it clear that the manner in which the arts are taught, is the way “Children naturally learn”, but this is not the way “most teachers teach.”

Goals: The VPAC teaching/learning methodology is student-centered and incorporates the principles of Inquiry and project-based learning and components of competence-based learning. Inquiry-based teaching and learning is student-centered and research shows that it directs students to become active rather than passive learners. Research conducted by Elliot Eisner, arts education professor at Stanford University and others point out that students learn best when they are asked to find their own answers to questions rather than writing down information supplied by teachers. In addition, Eisner’s research shows that when students have adequate time to work with peers on projects or pondering ideas and information, working as a team to find answers to difficult questions, and as they engage in critical and probing thinking to solve problems, the learning is more meaningful and outcomes longer-lasting. Following Eisner’s research VPAC’s teaching and learning methodology will incorporate Eisner’s belief that, “a [student] child must know how to do it, then critique it and [then] be able to verbalize it [or demonstrate it].” At VPAC the goal is to develop thinkers and doers in which all the senses, talents and capabilities are utilized in a holistic manner to bring about the most beneficial and lasting learning outcomes. The demonstration will be produced throughout the school year in projects, performances, and events in addition to the scheduled assessments and measurements set in place.

Curriculum: One of the most unique aspect of the VPAC Educational Program is Monday Mastery. Monday mastery is designed to give access to students who have been underserved in arts education to reach a level of Mastery to meet grade level artistic expectations. Monday Mastery is also used for the Gifted and Talented artistic students to be supported in additional support needed.

Incorporating the arts into all APS/CDE content areas will provide students with effective artistic tools to better demonstrate a project, performance or an assignment. It will allow them greater freedom of expression, greater ability to take risks, to challenge assumptions, study different perspectives, and provide instructions with a greater variety of tools to help students understand and using concepts in a more meaningful manner. Research has shown that students engaged in an art field of their choice or who are exposed to artistic expression in a meaningful way have greater motivation to understand concepts in all other subjects and improve their grades in other subjects as well. Research also conducted by Eisner shows that using arts related teaching strategies can, “change the...teaching and learning of math, science, history, and other core subjects to closely resemble the way teaching and learning takes place in the arts.” This supports the integration of core content in the arts equally. Finally, VPAC’s requirements of all students are to maintain a C- grade or better in all subjects, practice consistent school attendance, and participate in school activities.

Instruction: Through direct, differentiated, scaffolding inquiry and project-based instruction rooted in Systematic Truth Learning Method (STLM)□, teachers will empower students to take ownership in their learning experience. For fourteen years, VPAC’s method of learning has provided students the support to meet the academic performance expectation in order to earn through intrinsic motivation to perform on stage.

VPAC strives to create a graduate that holds academic, leadership, and artistic competencies. To develop academic competencies, VPAC will implement Systematic Truth Learning Method where students discover, analyze, and disrupt systematic inequities in their own lives and in the world around them through inquiry learning cycles. Academic competencies are demonstrated in academic courses. To develop leadership competencies,



VPAC will implement personal and community leadership philosophy where students develop the knowledge, skills, and beliefs to direct their own lives and contribute to their own communities. Leadership competencies are demonstrated in academic and artistic classes. To develop artistic competencies students express their unique selves and commune with their collective histories and cultures as they develop mastery within performing arts majors. Artistic competencies are demonstrated in artistic classes.

EXAMPLE: Dance utilizing math concepts to master choreography.

EXAMPLE: Use the passion of poetry to connect with students' culture and discuss literal and figurative meanings as well as discuss technical aspects of poetry such as rhyme, scheme, and alliteration in Language Arts

EXAMPLE: In Social Studies allow students to debate and critique cultural norms, values, and institutions that produce and maintain 'social inequities'.

VPAC will ensure core classes are blended with artistic concepts and vice versa. Rigorous academic training in traditional core subject areas prepare students for postsecondary and workforce readiness. However, artistic subjects like dance, theatre, cosmetology, and audio engineering also play a role in preparing students for career readiness. For example, cosmetology is intended as an instructional guide for both a science teacher and a beauty shop teacher in teaching the scientific aspects of cosmetics. Although cosmetology is largely a vocational subject, the content of study is, in fact, scientific. In order for a cosmetologist to understand the real application of the chemicals used in the profession, it is important to understand the chemicals' interactions with other chemicals and the human body. This can help the cosmetologist understand how to use these chemicals better.

Interventions: VPAC anticipates having to implement interventions for the student demographic that is targeted. Underserved students who have not had quality access to performing arts education often enter VPAC's current programs needing interventions both academically and artistically. VPAC's academic interventions include additional academic and artistic support via Monday Mastery with tutoring and additional academic supports. VPAC will also utilize MTSS, small classrooms, and one on one interventions. Partnership with Parks Scholars Network to address equity gaps specifically with students of color will also ensure that data driven interventions are happening immediately.

Supports: The unique schedule of VPAC ensure the additional support for any student is met academically and artistically. This schedule also allows for teachers to receive intense and intentional professional development that supports the uniqueness of the school model to take place as well. Students also have the ability to opt out of artistic class time if necessary for academic support.

Roses in Concrete charter school in Oakland California is a very similar model to VPAC. Roses in Concrete is a K-12 arts education school for underserved students in the Oakland area. Roses has a dual-language component and has a staff that represents the student population. Committed to cultural arts, Roses has achieved success in academic growth, arts, and community engagement. When VPAC visited Roses, resources were shared from systems to mistakes that brought great insight on execution of VPAC.



VPAC visiting Roses in Concrete in Oakland, CA.

Section D1: Educational Program & Standards: Educational Philosophy & Culture

Introduction: VPAC's target population are student performers who have not been given access to quality, culturally responsive academic or arts education. VPAC will predominantly serve African and Latinx American students and families, many of whom are low income. VPAC is committed to creating an educational culture of learning that will positively impact this population. The community VPAC serves demands of a school that can close academic and artistic gaps to help students reach their potential. The students VPAC serve and the dedication to their success drive VPAC in designing all aspects of the educational philosophy and culture: curriculum, instructional practices, interventions, evaluations, and partnerships. VPAC will ensure that the school can meet the diverse needs of students served by providing instructional and curricular resources that engage students culturally through affirming their identity.

VPAC's arts programs have served students of color and low-income students for over fourteen years. VPAC students and families report that the programming has been a key part of their personal success, both in arts and in academics. VPAC alumni are now college graduates, many have dedicated themselves to education, and many are eager to return to VPAC as staff. Their success and their commitment to VPAC are testimonies to the strength of the VPAC community and to the transformative impact of the arts. As VPAC makes the transition from program to school, VPAC will sustain and grow a strong educational culture to empower students as well-rounded contributors to the Aurora community and beyond. The school philosophy and culture will center around prioritizing and balancing systems, structures, and practices that honor the academic, linguistic, whole-child, arts, and social skills learners need to succeed in secondary school, college, and careers to become changemakers in the Aurora community.

VPAC will organically meet the core beliefs espoused by Aurora Public Schools. The beliefs are supportive of the mission and vision of VPAC. Upholding them will be displayed throughout the model. Aurora Public Schools Core Beliefs are:

- Every student has unique abilities that must be recognized and engaged.
- A district with students at its center provides an adaptable and responsible foundation for learning.
- Student and staff safety are essential to the vision and mission.
- Students, families, staff and community members share the responsibility for student achievement.
- Student achievement and growth are driven by a highly-effective and respected staff working as a team.
- Students take an active and ongoing responsibility for their learning
- Families are partners in education.
- Community partnerships provide vital resources and opportunities for students and families.
- All students must have equitable access to learning opportunities, technology and environments that support them in reaching their full potential.



- Diversity is a strength in the VPAC community

VPAC's leadership team, under the direction of the Executive Director, will be responsible for implementing, maintaining, and continually improving the systems and structures that enact VPAC's school philosophy and culture. These include:

- **Community Village:** Students, families, community, and partners are in the VPAC village and the investment from all elements contribute to VPAC being a school of excellence.
- **Cultural Identity:** Cultural identity is expressed by students through events, the arts, and self-expression.
- **Systematic Truth Learning Method (Found in Appendix D1:1):** Educators of color relate to students of color by being transparent about the systematic disparities that the students inherently sense and feel but may not be able to articulate. VPAC teachers and staff will empower students by aiding in articulating the unspoken traumas they may have experienced in their education to equip students with the tools to maneuver systematic oppression the world by changing it at the same time.
- **Inquiry-Based Learning:** All students feel safe to be curious and be self-motivated to take ownership of their learning experience.
- **Arts Integration Core and Core Integration Arts:** VPAC students will experience the correlation between academic and arts throughout their educational experience.

VPAC thinks of these elements as parts of a tree. Roots form the vital sources for the stability and nutrients that enable learning. The trunk is the main body of learning: the core educational philosophy and pedagogy. The leaves are the outcomes VPAC will cultivate and grow in students: academic and artistic mastery that enable students to contribute to their communities and thrive in college, the workforce and beyond. The remainder of this section describes the root and trunk of the VPAC tree, and how they work together to create a holistic school community. More detail on pedagogy and instruction can be found in sections D2 and D3. More information on student outcomes can be found in section C.

Tree Roots

Community Village: VPAC aims to create a culturally responsive, whole child, whole family community in which people take responsibility not only for their own learning, but also for others'. The community is the root system of the VPAC culture, because having strong roots are key to a healthy tree that bears quality fruit.

VPAC culture is grounded in family and cultural identity, beginning with the language used. All adults in the building are called Mama and Baba (mother and father is Swahili) and students are brother and sister. This will establish a sense of the school as a village where everyone is loved. This community consists of students, families, and teachers, as well as elders - senior members of the extended community - who will participate in restorative justice practices and help ensure students' social and emotional well-being are balanced. VPAC encourages families to engage with the students, teachers, and administrative staff to maintain alignment of VPAC's shared goal of preserving the African-American and LatinX cultures and enabling students to develop 21st century skills that will prepare them for college and the workforce.

VPAC celebrates the uniqueness of every student and adult and promotes self and community accountability. VPAC's school motto is: "When you teach, you learn twice." In VPAC's long history of arts programming, it has been found that VPAC can create a sense of community by supporting students to engage with one another as family, and by empowering older students to serve as mentors. Highlighting the strengths in VPAC teachers deepens this, and allows students to see that there are various ways to be engaged in arts education beyond college. The "Pay It Forward" approach is an example of the way VPAC will enact the core values to execute the mission.



VPAC will encourage students to develop 21st Century Skills such as communication and collaboration, which are vital to postsecondary and workforce readiness. The collaborative academic and artistic modeling by teachers and staff will give students an example of true collaboration. This environment will help students support each other and foster a positive loving school culture without competitiveness. This will foster both the social development of each student and a strong sense of community. The talents and skills of others are recognized and celebrated. Student academic achievements will be recognized regularly at every performance on the “Academic Stage” display and highlighted during intermission and at the end of every performance. This will promote celebration of all accomplishments, praise efforts, and help build self- confidence in each student.

School culture will be developed and nurtured with VPAC’s board and leadership team. They will model the culture of collaboration and love driven by data to produce the best outcomes for students. VPAC’s outcomes are whole child approached and strive to create confident contributors to the world. Every summer prior to the school year, the VPAC will host a leadership team retreat. Following that, the teachers and staff will have a week of VPAC Expectations for the year two weeks prior to school starting. VPAC will use meetings and trainings in order to reinforce that culture within teachers, parents, and students alike. VPAC will work in partnership with Parks Scholars Network to build teacher and staff capacity to create an equitable culture, and to uphold accountability to that culture. For parents, there will be periodic parent meetings, quarterly community events, and frequent parent communication from the school. Parents will also be required to volunteer a minimum of 40 hours per family, or 20 hours for single-parent homes, per year. This will allow them to be present in the daily lives of students while contributing to the community culture.

Cultural Identity: VPAC’s educational philosophy and culture are based on treating the student as a whole child: addressing social emotional needs, fostering engagement and ownership, and finding meaningful connections and relationships not only between the arts and academics, but also between academic disciplines themselves and between learning experiences and a child’s life, culture, and future. This means that all classes will study related content to explore different aspects of the student; collectively classes will teach students about their complete selves. For example, in science class students may learn about the anatomy of their body and then in dance class the students will make a connection to how a certain body part functions when it is fine-tuned or exercised properly. Students will be able to strengthen their bodies and enhance their dance movements with the knowledge learned from science class. Another example, when a student studies art, the student learns about various time periods, historical events which shaped the mindsets of people during those times and begin to make connections regarding the trends which shape history. The abilities to find relevance and connection in learning and to think systemically, are invaluable in helping students understand social issues, make connections to their communities, and find meaningful purpose in their lives.

Reflective of key principles in culturally responsive pedagogy, VPAC has incorporated research-based practices (Howard & Terry, 2011). These principles are:

- Developing positive ideologies of culturally and linguistically diverse students
- Challenging injustice, and disrupting inequities and oppression
- Supporting students’ academic, social, emotional, psychological and cultural whole well-being
- Using students’ cultures to enhance their learning

To ensure that these principles are grounded in VPAC curriculum, arts and academic teachers collaborate to adapt and design curricula that addresses the requirements of the Colorado Academic Standards (CAS). While creating authentic learning experiences to represent the cultural uniqueness of the students and families in the community, VPAC critically evaluates texts and resources through learning that is reflective of students’ languages and cultures. With resources in English and Spanish, VPAC ensures that lessons are engaging, personalized, and culturally affirming. VPAC is also able to choose curricula and resources that meet the needs of the entire targeted population, including ELA-S students, by bringing in high-quality Spanish materials. Spanish curricular materials are



equal to those in English in terms of caliber, rigor, availability, and quality, and they also allow teachers to support differentiation for ELLs, recognizing that all students benefit from instruction adapted to their current learning levels. VPAC recognizes that Aurora has over 100 languages represented and is prepared to provide the same services for all languages.

Tree Trunk

Systematic Truth Learning Method: Systematic Truth Learning Method (STLM) is an overarching philosophy and approach to education, grounded in the recognition that the system of education is one among many systems that frequently marginalizes, discriminates and dehumanizes children of color and children who live in poverty. STLM responds to this by ensuring that places of education are ones where students form relationships that humanize and value them, learn to analyze systems of oppression and understand themselves in relationship to those systems, have opportunities to imagine and enact ways they can disrupt those systems whether through art, academics, or activism, and heal. As described in section D3: Instruction, STLM provides the philosophical, relational, and pedagogical underpinning for learning and teaching at VPAC. STLM can be thought of as the

Inquiry-Based Learning: VPAC's Educational Program is rooted in rigorous academic and artistic training that preserves, celebrates, and uplifts African and Latinx performing arts. Community and cultural identity are critical pieces to the program, promoting whole child well-being. Providing student performers with a strong academic foundation incorporating the arts will enable students to find relevance in the program, feel empowered to take ownership of their learning, and be prepared for college and the workforce. Two-way integration - core-integrated performing arts and performing arts-integrated core - builds students self-confidence, cultural competency, cultural awareness, cultural tolerance, poise, creativity, communication skills, creativity, teamwork, conflict resolution, problem solving, resourcefulness, critical thinking, conceptualization, discipline, and perfect practice. These skills are vital in the 21st century workforce. Furthermore, VPAC students' participation in performing arts majors will help them acquire the skills, knowledge, and mastery of their art; this mastery will also translate to success in college and work.

VPAC's mission is to prepare students with the 3 C's: to **complete** high school with mastery of academic and artistic competencies; to **continue** to postsecondary success beyond VPAC, and to be prepared to **compete** in academic and/or artistic fields in their lives. To ensure these outcomes, VPAC selects arts-integrated, inquiry-based teaching as the core educational philosophy and pedagogy. Research shows their effectiveness with low income students, African American students, and in particular with students who have experienced limited success in traditional educational institutions (Geier et. al, 1997-1998).

All faculty will be trained and developed in arts-integrated, inquiry-based teaching and learning during intensive and ongoing professional development. Training will be conducted by education professionals with experience in these pedagogies, whose own professional practice shows the ability to use these pedagogies to increase engagement and achievement. Teachers will be required to demonstrate clear understanding of arts-integrated, inquiry-based learning through perfect practice, and to eventually demonstrate mastery as evaluated through peer review and professional observation.

In addition the founding team of VPAC believes in utilizing aspects of different approaches to learning that support arts-integrated, inquiry-based learning. Teachers will be supported to integrate instructional strategies like differentiation, one to one, peer to peer, group based, interdisciplinary, and industry mentorship into teaching in learning in order to meet students where they are and support each student to make meaningful progress toward mastery. VPAC will also integrate aspects of project-based learning; artistic and academic mastery will be demonstrated through performance, including performance-based assessments and artistic performances. Integrated into arts-integrated, inquiry-based learning, these strategies will nurture agency and help students and teachers gauge students' learning and move toward increasingly higher levels of mastery.



Arts Integrated Core and Core integrated Arts: A 2004 study by the Kennedy Center states, “The arts help students develop communication and cooperation skills. When students learn to express themselves more effectively, their relationships with other students and teachers improve.” The same researchers stated students involved in arts activities exhibit fewer at-risk behaviors than those who are not involved. VPAC’s approach to learning supports excellence in academics and the arts, integrating the two in order to promote engagement and achievement for the students served. VPAC’s daily schedule is dedicated to balancing core subjects and performing arts instruction interchangeably to increase engagement and foster connections between the two.

VPAC students will participate in performing arts classes as a regular part of each school day and experience core curriculum integrated with performing arts. Performing arts classes will include: Dance, Theater, Vocal, Audio Engineering, Spoken Word: Comedy, Speech and Debate, Hair & Make Up, Costume Design and Staging: Props and Set. Students in grades 6-8 will be exposed to every performing arts major to introduce them to a wide array of performing arts disciplines. Students in grades 9-12 will be allowed to select a major and have a focus on that major throughout high school.

Each school day will include eight 55-minute periods. Both academic and artistic classes are designed with inquiry-based structure:

- 1) teaching a specific concept didactically and through perfect demonstration for 20 minutes
- 2) allowing the student to practice the concept individually or with a peer or peers for 15 minutes and
- 3) individual demonstration to where mastery is assessed by the teacher/art professional for 20 minutes

Continuous Improvement: VPAC is student-centered, family-centered, and community-driven. VPAC has been demanded, envisioned, and supported by the students, families, and community served for well over a decade. The commitment to the community is this: VPAC will create a culture of excellence by equally valuing excellence in academics and culturally driven performing arts. As a school of excellence, VPAC will continuously reflect on the practices and impact to ensure the fulfillment of the mission and vision. The Board of Directors, the School Accountability Committee (SAC) and the VPAC school leaders will evaluate school performance on an ongoing basis, utilizing tools such as assessment data, parent surveys, student surveys and feedback from faculty and staff. The excellence fostered at VPAC will impact the education sector at large, the arts and culture communities of Aurora, and the health and wellness of the families and communities served.



VPAC Village

Section D2: Educational Program & Standards: Curriculum

All classes at VPAC will utilize the arts in some manner. Dr. Brian Cambourne's research of the Seven Conditions of Learning, found in Appendix D2:1, align with VPAC's mission and vision. Research shows the arts in all learning opportunities helps students learn timing and rhythms which leads to a better understanding of patterns in science, sequence in language arts, repetition in math, and the cyclical nature of history and the role the arts have played in the development of all civilizations. Incorporating the arts in all subjects helps student develop competencies in public speaking, productive and planned risk-taking, patience, acceptance, and a wiliness to get involved and speak their opinion. Inclusion of the arts in all classes helps students understand the importance of reflection and introspection, and it has also been shown to increase standardized test scores resulting in greater admittance to institutions of higher learning (Dobbs, 1996). Recent educational findings reported in a report from the Music School in Providence, Rhode Island suggests that in schools with strong arts programs, shows evidence that art and music instruction can greatly improve performance in reading and math and that students become better readers and problem solvers, student achievement increases, and negative behaviors decrease. Research indicates that SAT scores in reading and math increased when students had quality arts experiences in school (Dobbs, 1996). In addition, according to a report in *Transforming Ideas for Teaching and Learning the Arts* (1997) integrating the teaching of the arts in all subjects has a positive impact on the culture and climate of the school, increases teacher and student attendance, and improves parent involvement and support for the school.

The research shows that students who learn how to effectively demonstrate their knowledge through some kind of performance before an audience stand a greater chance of developing confidence. At VPAC all students will have opportunities to engage in confidence building activities which require performance before an audience small or large. Performance before an audience helps students to understand the importance of doing something well which in turn forces them to try harder, and to understand that learning is a process that demands, not just practice, but "perfect practice". Perfect practice means doing an activity in a manner that will bring forth maximum positive



results. A good example is that of a baseball coach. The coach demonstrates the correct way to bat a ball, watches as the student demonstrates the exactness of how to bat the ball, then is left alone or with peers to practice perfecting batting the ball until it is time to demonstrate mastery under the evaluative eye of the coach or in real time playing with the team. Likewise, teachers at VPAC will receive instruction on how to teach in a student-centered manner, first through direct instruction, followed with observed practice, reflection, correction and finally demonstration and evaluation done through increased student achievement.

The power of the VPAC curriculum model is that every element is designed to enhance every other element. Through student-centered learning opportunities students will develop competencies which builds analytic and operational capabilities” (Howard 1991). VPAC’s board and core staff also understand the importance of helping student’s build confidence which is especially important for students of color. Research conducted by Ron Howard (1991) a black psychologist shows that the lack of confidence, “while often intangible, lies at the core of the educational problems experienced by so many children. Building confidence in their learning capacities is an essential part of the cure. Strong confidence generates positive attitudes toward development, positive feelings between teacher and student, energizes effort, and allows focused attention on strategic approaches to teaching and learning.”

The school’s curriculum design is based on research that shows that high levels of student achievement also result from the use of culturally response pedagogy, and evaluation and assessment tools that are varied, and take into account, student backgrounds and prior knowledge experiences (Banks 1991; Gay 1993). Thus the VPAC curriculum includes the use of content materials that are chosen specifically for the students served, materials that hold meaning for them, that introduce them to new concepts, ideas, perspectives and worldviews, and that provide them with knowledge and skills to master the 10 APS/CDE content areas. Content materials were selected to introduce students to a world that is inclusive of all people in all walks of life, show that all people have value and have artistically and non-artistically contributed not only to the greatness of American but to the world. The VPAC curriculum emphasizes content that expands students’ thinking beyond their current perspectives, understandings, ideas and knowledge and that pushes students into “deeper essential understandings” that go beyond the information outlined in the APS/CDE content areas (Bruner, 1973; Reed 1981; Ames 1987; Camborne 1992). Important research shows that using content that allows for inspection of diverse ideas and perspectives has positive results on student achievement in all areas of study (Ladson-Billings, 1993; Ames, 1987; Camborne, 1992; Anderson, 1984) and that diversity of content materials, instructional practices, ideas and perspectives expands students’ thinking beyond their current perspectives, understandings, ideas and knowledge (Reed 1981; Ames 1987; Camborne 1992). VPAC curriculum stresses that mastery of anything requires dedication, perseverance, conquering the fear of failure, and a commitment to sticking with it until mastery. Students who master these components will have the tools to master anything they encounter in life (Howard, 1991; Dewek and Leggett, 1988).

Curriculum Design: In order to ensure that instructional programming meets the challenging requirements of the CAS, VPAC utilizes IXL Learning, a research-based impactful curriculum that is specifically designed to meet the Colorado Standards. IXL provides the core curriculum requirements in a flexible blended model that is adaptable to implement performing arts. VPAC will utilize the IXL curriculum maps and determines **which** standards kids need to know, **when** each standard should be addressed during the year, and **how** kids will gain proficiency on these standards. VPAC will use ANET and MAP rigorous assessments to deeply analyze students’ current levels of understanding to allow educators, coaches, and administrators to select the best resources and instructional methods to teach specific, high-leverage standards and skill sets. The curriculum and assessments are all aligned with CMAS to best prepare students for State Standard testing. These rigorous academic resources are made available in both English and Spanish, as needed, to best support their learning. Furthermore, the academic content is selected to be interesting and engaging for students from the wide range of cultures represented. VPAC is working closely with IXL curriculum directly to design and implement using their high-rigor and meet Colorado Department of Education standards. An overview on the IXL as the “centerpiece” of core curriculum that VPAC is available in Appendix D2:1. IXL system allows true blended learning that will utilize technology for engaging educational experiences. IXL curriculum and resources allow VPAC to provide high-rigor to align lesson-planning, inquire-based and performing arts education. IXL as the foundation of the curriculum, specifically in year 1-3 will



allow VPAC the execute the school model while maintain academic excellence. IXL has proven research that shows the alignment to Colorado State Standards and meeting or exceeding on standardized tests. An overview of this is found in Appendix D2:2. IXL comes with a reputation of improving turn-around schools, improving test scores, and improving standardized tests in Title IV schools. A report of IXL's success can be found in Appendix D2:3. IXL reports of improving English Language Learners in Appendix D2:4 and effective Response to Intervention (RtI) in Appendix D2:5. For 9th-12th grade Social Studies and Science VPAC will utilize Pearson My World.

Curriculum Piloting: With the grant support of New Schools Venture Fund, VPAC hosted The Wiz Summer Camp in Summer 2018. VPAC was granted the opportunity to pilot the entire school model. Piloting the curriculum development for the summer provided great insight on the application and produced great academic results. VPAC set a goal of at least 15% academic growth in the subjects of Language Arts and Math. Students were provided with pre- and post-tests to determine academic growth. A complete report of the summer camp, prepared by Dr. Yasmeen Nkrumah-Elie, can be found in Appendix D2:6

Students were educated in the areas of:

- Language Arts
 - Vocabulary
 - Poetry analysis
 - Essay development
- Cultural and Arts History
 - Significant contributors to African American and Latinx Theatre
 - Pioneers in African, African American, and Latinx Dance
 - Famous African American and Latinx Composers, Music Producers, and Songwriters
 - Critically Acclaimed African, African American, and Latinx Visual Artists
- Anatomy (Bones and Muscles)
- Mathematics
 - 0-12 multiplication mastery
 - Word problems
 - Area and perimeter
 - Introduction to geometry (lines and triangles)
- Performing Arts Vocabulary (Dance vocabulary, Production responsibilities, and stage directions)

Summary of the calculations revealed:

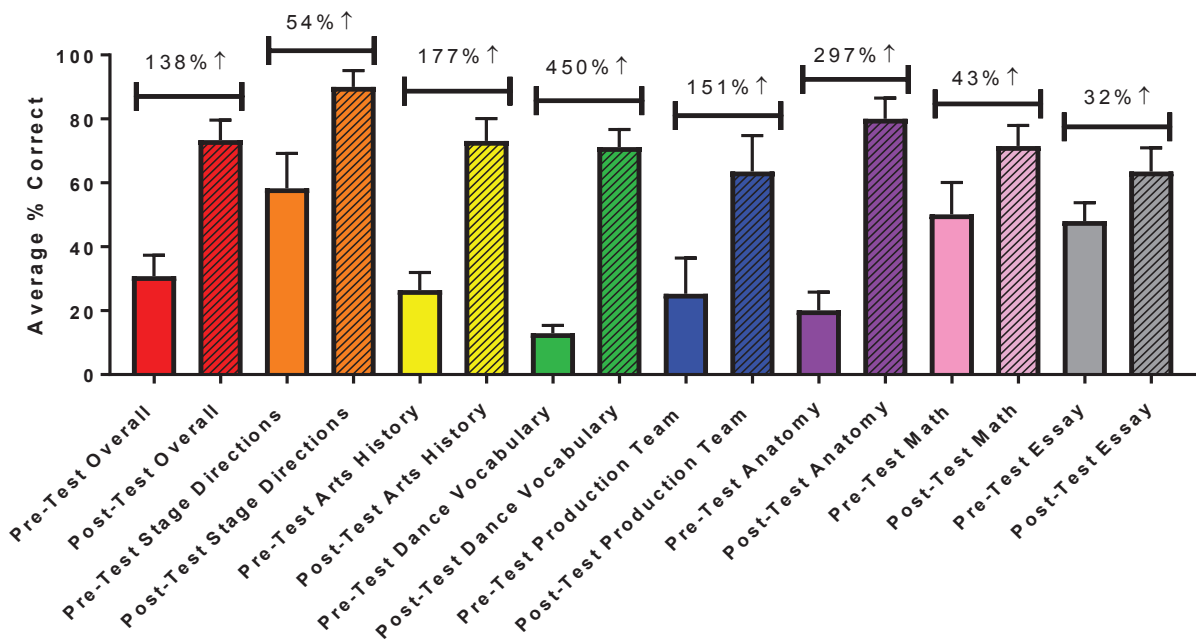
- Post-tests and essays demonstrated academic growth by the students due to the program
- The following graphs demonstrate the average academic growth for each of the academic areas covered
- Standard error of the mean (+SEM) is used for error
- The percent growth is calculated by $(\text{average post test \%} - \text{average pre test \%}) / \text{average pre test \%} * 100\%$

VPAC students mastering Bones Rap

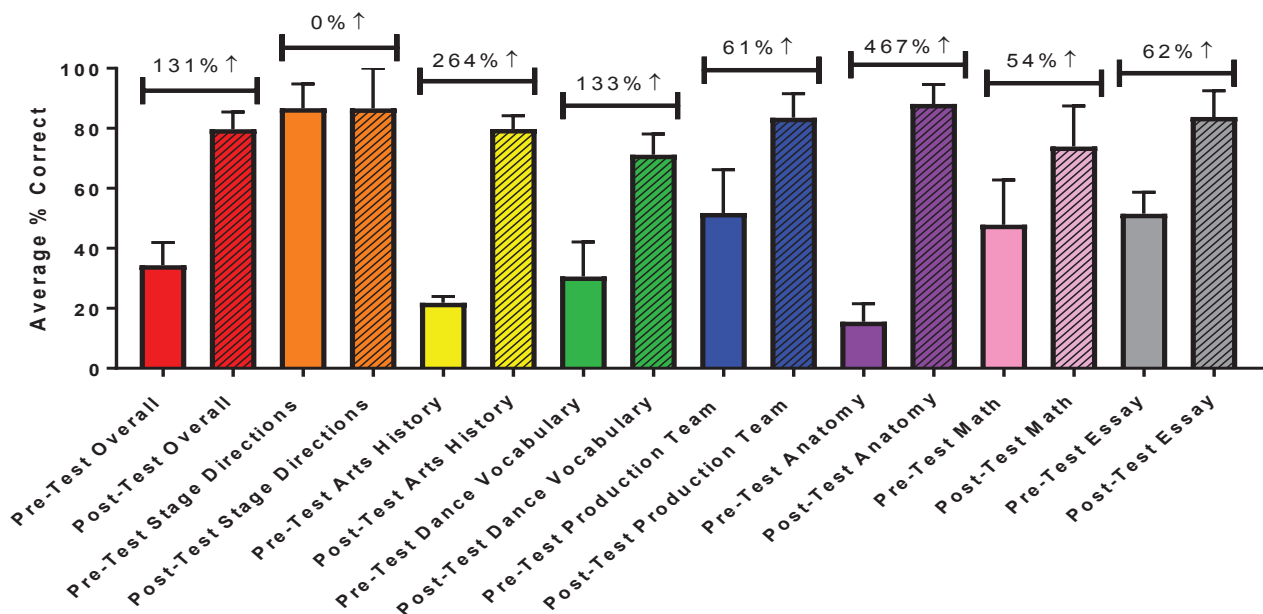




Middle School Pre & Post Test Results



High School Pre & Post Test Results



Graphs and figures prepared by Yasmee M. Nkrumah-Elie, PhD on Microsoft Excel 2016 and GraphPad Prism 7.0



Vertical and Horizontal Alignment: A substantial amount of time is spent working collaboratively with arts teachers and academic teachers to develop lesson and unit plans that align with CAS, draw from the research-based curricular materials, and meet student language needs. Educators collaborate to ensure that there is both horizontal and vertical alignment around their unit plans to best support student growth. This is an ongoing conversation throughout the school year, and teachers spend time together to assess progress on the curriculum and effectiveness of specific unit plans.

Scope/Sequence: VPAC utilizes the IXL, APS District and CDE scope and sequence documents with intentional alignment to assessments in core curriculum and modifies as necessary to meet the specific needs of students through unit and lesson planning. In reviewing ALL curricula, including arts curricula VPAC assesses it using the following questions:

1. Is it grounded in scientific research/methods successful with similar populations?
2. Is it aligned with CAS and Common Core State Standards?
3. Are other high-performing schools using it?
4. Are the teaching materials well-organized?
5. Are the student materials well-organized, engaging, and easy to understand?
6. Is the vocabulary developmentally appropriate and simultaneously demanding?
7. Is it culturally affirming?
8. Are there equivalent high-quality Spanish resources available?

VPAC has a rigorous curriculum grounded in the CDE Scope and Sequence and MAP Assessments for each subject area aligned to grade-level CAS and iCAP. The materials and techniques are strategically used to maximize learning and achievement. VPAC teachers develop lesson objectives and curricular materials to make the necessary data-driven adjustments to better serve their specific group of students. Scope and Sequence will be utilized through the CDE. The Scope and Sequence Objectives and Actions for year 1 for all core content and social emotional expectation is located in Appendix D2:7 D2:8 and D2:9. Through socio-emotional creative collaboration rooted in Systematic Truth Learning Method, academic and artistic teachers will design curriculum to incorporate the arts and arts teachers will design to incorporate academic content.

Technology: Every student at VPAC will be able to utilize an iPad or Chromebook. This will enable curriculum distribution through and cross collaboration between students and teachers using document creation tools such as google docs. In a 1:1 environment, teachers can quickly employ supportive techniques, learning libraries, and adaptive teaching and assessment practices in every class. VPAC teachers utilize technology to perform as a coach and a guide. Technology will be a support for direct instruction. Direct instruction will be used at least 75% of the time and use of technology will be no more than 25% of the time. Students will be able to take devices home as long as a Student Technology Responsibility and Liability Agreement (found in Appendix D2:10) is understood and completely signed by VPAC admin, student and parent.

One on one technology environment allows curriculum to be differentiated. This allows students to spend more time in the performing arts or additional academic time if needed. The use of digital curriculum provides teachers, students and parents with immediate feedback and data on student performance and proficiency. With 24/7 access to course materials technology encourages collaboration and communication with teachers and peers in new and creative ways. To further capitalize on the benefits of the one-to-one technology environment, all VPAC students, will create a digital portfolio to catalog and archive their academic and artistic work. Digital portfolios will include photos, videos, audio files, presentations, documents, research papers, reports and more. These portfolios will be utilized for senior projects and an element of graduation requirements.

Standards-Based Curriculum Implementation & Monitoring: VPAC will follow closely the CDE and APS curriculum and instruction design and resources to ensure alignment to the 2020 APS plans. This allows VPAC to serve



students in a familiar format that they may have been exposed to in other APS district school. Ensuring student's success by consistent educational experiences will allow arts development and VPAC's ability to fill equity gaps for every student.

Curriculum development and revisions are ongoing throughout the school year, facilitated by admin and team leads during weekly professional development times. Data teams for both academic and artistic also meet weekly for two hours each to analyze student data and plan instruction aligned to CAS and student learning needs. Once a week the academic and artistic team meet together to ensure true collaboration is standard aligned. VPAC leadership roles are important to continually refine curriculum and lessons to meet the needs of students.

Instructional Leadership teams (comprised of Senior Team Leads and Admin), monitor the implementation of instruction, curriculum, and consult and work with the Principal (who oversees and evaluates curriculum revisions based on student learning) to ensure that all students are accessing the curriculum and standards, as well as ensuring that any refinements, review standards, or acceleration standards are added in as needed.

Teachers at VPAC make intentional efforts to increase the use of technology in both teaching and learning, harnessing its power to provide access to engaging, high-quality content and to connect learners with the larger world. Through the use of technological integration, more small-group instruction is also possible so that students engage in learning that specifically meets their needs. By expanding digital and online opportunities, the educational model reduces inequities in student-learning opportunities by ensuring all students have access to technology at school even if it is not accessible outside the school building. The use of technology also combines in-person and online instruction to allow for individualized educational programming and assessment through personalized learning systems and enhanced opportunities for collaboration with peers.

Differentiation is also key to student's academic success. Teachers use technology and tools for adjusting curriculum and providing targeted support, based on student learning needs. By incorporating student data, teachers utilize technology to plan for and create culturally authentic learning experiences, based on what students need to represent learning in various ways. The techniques include a combination of face-to-face (one-on-one and small group) and online learning experiences. VPAC students have access to high-quality, grade-level content and instruction, materials, and practice opportunities that meet their achievement levels; these tools demonstrate learning through projects and assessments. Integrated into core and arts instruction, students also use computers to access online instructional content, independently practice application of concepts, receive immediate feedback on their learning, and demonstrate mastery through real-world application, presentations, and assessments. Educational software is available in both English and Spanish.

Through weekly coaching, Data Teams, and leadership walkthroughs/calibration, Principal and the Instructional Leadership Team at VPAC are constantly monitoring effective implementation of both curriculum and instructional strategies and working to adjust these two elements whenever growth and proficiency goals are not being met. Examining data class-wide and disaggregated by various groups provides invaluable insight and guides the intentional provision of an equitable education.



VPAC Village



Academic Curriculum Resources:

Literacy, Math, ELD, Social Studies,		
Grade Level:	Primary Common Core Aligned Resource	Supplemental Resources
6 th	IXL Learning	The Common Core Companion: The Standards Decoded, Grades 6-8: What They Say, What They Mean, How to Teach Them / Edition 1 <u>The Common Core Mathematics Companion: The Standards Decoded, Grades 6-8</u>
7 th	IXL Learning	The Common Core Companion: The Standards Decoded, Grades 6-8: What They Say, What They Mean, How to Teach Them / Edition 1 <u>The Common Core Mathematics Companion: The Standards Decoded, Grades 6-8</u>
8 th	IXL Learning	The Common Core Companion: The Standards Decoded, Grades 6-8: What They Say, What They Mean, How to Teach Them / Edition 1 <u>The Common Core Mathematics Companion: The Standards Decoded, Grades 6-8</u>
9 th	IXL Learning Pearson My World	The Common Core Companion: The Standards Decoded, Grades 9-12: What They Say, What They Mean, How to Teach Them (Corwin Literacy) <u>The Common Core Mathematics Companion: The Standards Decoded, High School</u>
10 th	IXL Learning Pearson My World	The Common Core Companion: The Standards Decoded, Grades 9-12: What They Say, What They Mean, How to Teach Them (Corwin Literacy) <u>The Common Core Mathematics Companion: The Standards Decoded, High School</u>
11 th	IXL Learning Pearson My World	The Common Core Companion: The Standards Decoded, Grades 9-12: What They Say, What They Mean, How to Teach Them (Corwin Literacy) <u>The Common Core Mathematics Companion: The Standards Decoded, High School</u>
12 th	IXL Learning Pearson My World	The Common Core Companion: The Standards Decoded, Grades 9-12: What They Say, What They Mean, How to Teach Them (Corwin Literacy) <u>The Common Core Mathematics Companion: The Standards Decoded, High School</u>

Chart D.1.



VPAC Village



Artistic Educational Model:

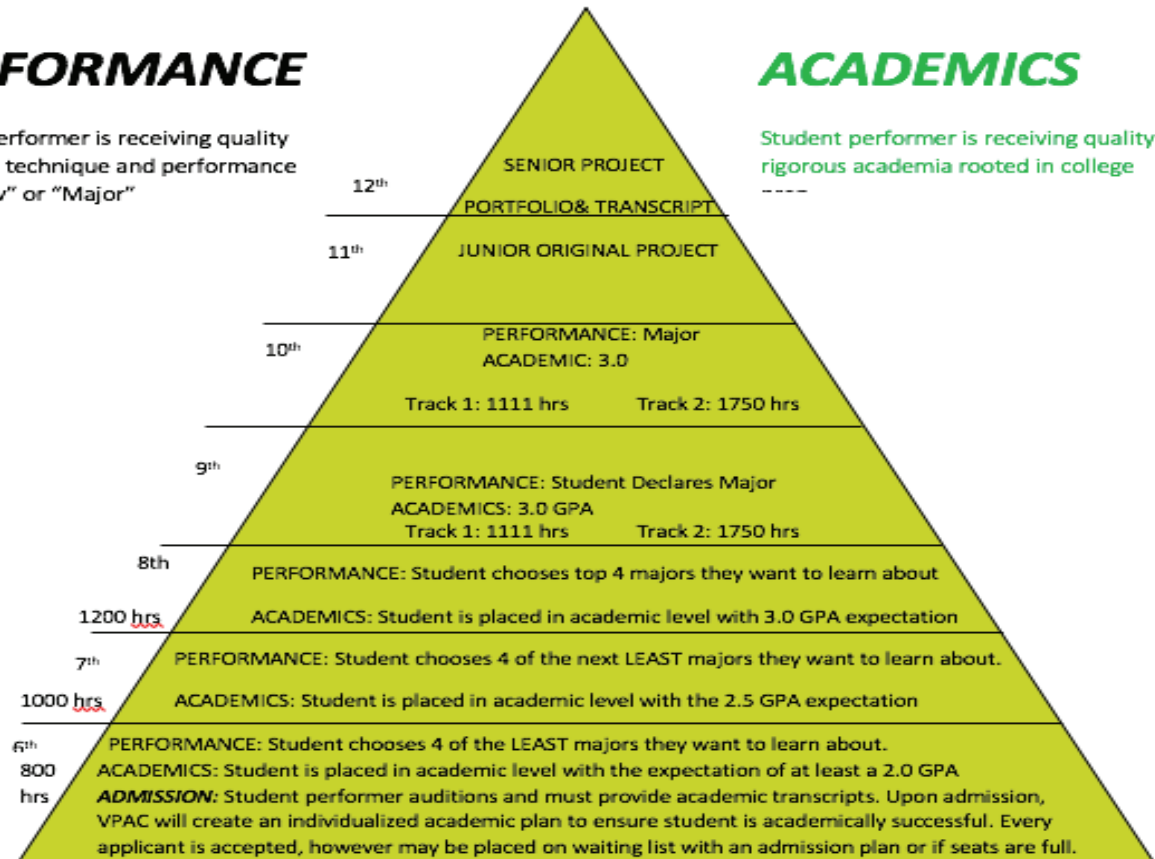
10,000 Hours of Systemic Truth Learning

PERFORMANCE

Student performer is receiving quality training in technique and performance of "Improv" or "Major"

ACADEMICS

Student performer is receiving quality rigorous academia rooted in college



IDENTITY

Student performer is introduced, empowered, and excited about curriculum giving history and culturally competent

Chart B.2.

Every grade level will meet or exceed the CDE academic expectations. High school track 1 is minimum expected performance hours each high school year, included supplemental and additional supports for special need students. Track 2 is maximum performance hours each high school year, included opportunities for gifted and talented students. Students may change their major at the beginning of the school year. VPAC wants to expose students to every performance art through the discipline and life-skills that the arts provide. Students may enter VPAC until 10th grade. Through additional supplemental programming each student will graduate with at least 4,444 performance arts hours.



Aspect	Definition	Competencies
Identity	Student feels rooted connected to their cultural identity through curriculum that highlights past, present and future cultural celebrating and contribution to the world.	Able to name and identify contributions to the world and work of arts by an artist in their cultural identity.
Academic	Student is being encouraged and supported to meet academic grade level standard and nurtured to reach further and strive further than expectations. Access to additional resources if needed.	Able to meet and/or exceed state standards of academic level.
Performance	Student is being training in technique, history, authentic history, and building their portfolio. Student will incorporate the 10,000-hour beginning in 6 th grade and will be tracked to have 4,444-10,000 hours by high school graduation as a performer.	Portfolio is being built that is going to allow student to the 3 C's. Continue, Complete, and Compete college or enter into the performance arts industry.
Philosophy of Learning		
Philosophy		Definition
Systematic Truth Learning Method		10,000 Hours Method
Systematic Truth Learning Method is where educators of color relate to students of color by being transparent about the systematic disparities that the students inherently sense and feel but may not be able to articulate. STLM validates the, often unspoken, feeling that students of color feel from European instructors because of biases and implications often unintentional yet very impactful in a harmful way.		Malcolm Gladwell, has given a theory that 10,000 hours will create a level of mastery through discipline for any particular area. The implementation of proper study habits and rehearsal to meet 10,000 hours of Mastery once a college degree is obtained. For high achieving student performers, they have the option of graduating with a Mastery high school diploma indicating they have met the 10,000 hours before college.
Performance Level for Arts Integrated and Arts program		
<u>MIDDLE SCHOOL EXPLORATORIES</u> 3,000 PERFORMANCE LEVEL HOURS 174 Student contact days 6 TH Grade 800 Hours/year 4 arts hrs/day 7 th Grade 1,000 Hours/year 5 arts hrs/day 8 th Grade 1,200 Hours/year 5 arts hrs/day After-school programming= 2 hrs/day Monday Mastery= 6arts hrs/day		<u>HIGH SCHOOL MAJORS</u> 4,444 to 7,000 PERFORMANCE LEVEL HOURS 174 Student contact days 9 th thru 12 th Grade 1,111 to 1750 Hours/year 6arts hrs/day *240 hrs total (60 days (x) 4 hrs) per summer break camps **STUDENT PERFORMERS CAN CHANGE THEIR MAJOR AT THE BEGINNING OF THEIR 11 TH GRADE YEAR. **STUDENT PERFORMERS MAY PARTICIPATE IN INTERNSHIP OR ON THE JOB TRAINING WITH VPAC PARTNER 11 TH AND 12 TH GRADE.
Performance Level Expectation by Grade		
6 th	“Improv”-Exploring and being exposed to all majors for one quarter of the school year	2 Semester Talent Show
7 th	“Improv”-Exploring and being exposed to all majors for one quarter of the school year	2 Semester Talent Show
8 th	“Improv”-Exploring and being exposed to all majors for one quarter of the school year	2 Semester Talent Show
9 th	“Major”- Specific Intro, Tech, and History Told for two semesters	2 Semesters of Classical Training
10 th	“Major”- Tech 2, and History Revealed for two semesters*	2 Semesters of Latinx Performance
11 th	“Major”- Tech 3, Specific Aspect of Major for two semesters*	2 Semesters of African American
12 th	“Major”- Tech 4, Specific Aspect of Major for two semesters*	End of year original senior project

Chart D.2. *Classical training will be implemented



Content Standards: The VPAC curriculum will utilize the APS/CDE Content Standards to inform instruction ensuring that all students will have an equal opportunity to develop competencies in all content areas. The APS/CDE Content Standards will serve as a guide to what students should know and be able to demonstrate competence utilizing teaching and learning practices that push students to think deeper about what they are learning, be able to apply what they have learned to solving everyday problems, and to cope effectively with the challenges of everyday life, learning and careers. All content lessons will be aligned with content standards and will include a variety of assessment tools used to evaluate expected mastery that show competencies. The school's professional development program is extensive and on-going to ensure that all instructors are knowledgeable of content standards, effective instructional strategies and practices that align with student-centered teaching and learning that are culturally and linguistically sensitive, use effective evaluation strategies and tools, and are committed to the success of each student.

Because there is some flexibility in the manner in which the APS/CDE standards are met, the Visions curriculum design is inclusive of the arts and academics and began with a discussion with, "What does VPAC want students to know and demonstrate after each year of study with us?" From this VPAC crafted a curriculum framework aligned APS/CDE content, policies and governing rules and laws. The final product is a curriculum framework that includes input from APS, the Vision's Board and core staff, community, students, parents, other educators and stakeholders.

The VPAC curriculum standards outline the scope of the grades 6-12 APA content. The curriculum standards outline what students should know and be able to demonstrate mastery by the time they have completed a particular grade or have met the requirements for high school graduation. VPAC **DRAFT** Course Catalogue is available in Appendix D2:11.



VPAC Village Performance Learning

The Colorado Academic Standards emphasize that students need to be postsecondary and workforce ready as outlined below:

Focus:
Articulated grade level expectations express the concepts and skills every student should master at each grade level
21 st century information literacy, collaboration, critical thinking, self-direction, and invention skills are evident throughout the standards

The Colorado Academic Standards establish vertical and horizontal connections

Coherence
Grade level expectations build vertically toward the achievement of prepared graduate competencies for each content area
Interdisciplinary relationships in the standards connect content areas (horizontally) across grade levels



The Colorado Standards are written for mastery

Rigor
Fluency, application and transfer comprise Colorado's definition of mastery
Requirements for deeper student understanding are the foundation of the standards

The Colorado Academic Standards reflect the importance of teaching the whole child

All Students
The Colorado Academic Standards include standards for 10 content areas: comprehensive Health and physical education; dance; drama and theatre arts; mathematics; music; reading, writing and communicating; science; social studies; visual arts; world languages
Literacy skills, the basis of academic success for all students, are a prominent focus within the standards

Strong Character Development Program: Character development is an essential part of the school's curriculum and is necessary in building a successful school. Positive character development assists young people to treat others with respect, but also value themselves which is demonstrated by them not only wanting to be smart, but to also value being a "good" person. Research shows that children take pleasure in being treated with care and warmth, and that this kind of treatment is a strong motivator in the development of positive character traits and positive behavior (Bernikow, 1982). The character development mode incorporates elements of the Efficacy Program designed by Jeff Howard (1994), a program that has proven to be successful with inner city youth. The concepts embedded in the Efficacy Program include games that instill the value of hard work vs. luck, setting goals that are not too high or not too easy, team work, and identification of obstacles and strategies to overcome them. The overall outcome of the character development program is to reinforce the need to follow rules, develop independent skills that can produce positive behaviors at home, in the community, and at school, and develop strategies to control one's own destiny (Howard 1991; Dewek and Leggett 1988).



VPAC Village

Performing Arts Curriculum: Dance; Theater; Vocal; Audio Engineering; Spoken Word: Comedy, Speech and Debate; Cosmetology/Fashion (Hair & Make Up); Costume Design; Staging: Props and Set Design are the eight performing arts instructional programs that will be offered to students. 6-8 grade students will be in Exploratory arts, where they will be exposed and engaged in every major offered. 6-8 students will select their performing arts classes from those offered every quarter. In grade 8, students will prepare to declare their major and audition for the department. Students will have a minor as well in high school. VPAC will exceed Colorado state standards in each artistic discipline described below. Culturally relevant arts will be provided. Students will get traditional training as well.

For example, students will learn the fundamentals of Shakespeare, however, VPAC will host an August Wilson Festival to highlight the contributions of an African American playwright. Or students will learn the fundamentals of ballet, however VPAC will highlight salsa to be performed to celebrate Latinx dance.

Performance opportunities will be an integral part of the VPAC. Each semester will be an all school production where every department participates in. These productions will be led by the Theatrical Coordinator. It will be



driven by each arts coordinators contribution in preparing their students. Full rehearsals will begin in November for a late December production and April for a late May production. Each arts coordinator will contribute to the Latinx History Month (Sept), Black History Month (Feb), and Hip-Hop Appreciation Month (June). Every month student driven talent showcases will be coordinated. These performances are designed to aid students to continuously be on stage and perfect and master their craft. Career training will also be delivered through these performance opportunities. VPAC partners also offer internships and on the job training for 11th and 12th grade students.

The volunteer Performing Arts Integration Committee of VPAC, comprised of local performing artists, teachers and educators, is currently developing the performing arts curriculum to be aligned with the Colorado Academic Standards for Dance. The Performing Arts Integration Committee will complete the performing arts curriculum in alignment with the curriculum development timeline to be completed and piloted almost two years prior to the opening of the school. As the performing arts at VPAC becomes more established, and as students grow in their abilities, additional courses may be introduced to offer more challenge for advanced students who wish to expand their skills. The drama/musical theatre curriculum developed by the Performing Arts Integration Committee will be subject to change by the Artistic Director as he or she deems necessary.

Monday Mastery: Every Monday performing arts teachers will contribute to Monday Mastery (MM) MM starts with tutoring and additional academic support until 10:20am. Students will then engage in the arts for the remaining of the day. Once a month each department will have a guest teacher who will teach both Performing Art Classes and then teach a community workshop in the evening for the public. Once a month the VPAC GT students will rotate co-teaching the classes with the instructor. Monday Mastery is also utilized for artistic instructional interventions. Twice a month a performing arts teacher will teach in their respective department. Department Coordinators will create the rotating schedule for Monday Mastery.

- 8:00-8:15 Morning Circle
- 8:20-9:15 Academic support
- 9:20-10:15 Academic support
- 10:20-11:15 Technical Training (Terminology, Equipment Mastery etc.)
- 11:15-11:45 Lunch
- 11:50-12:45 Performing Art Class (Learn your craft)
- 12:50-1:40 Performing Art Class (Learn your craft)
- 1:45-3:45 Training (Lines, Choreography, Designing etc.)
- 3:45-4:30 Display Rehearsal (All departments demonstrate what they trained for the day)

Curriculum Alignment: The VPAC curriculum development plan includes deliberate alignment of the Colorado Academic Standards to ensure that curriculum meets or exceeds the district and state academic standards. VPAC will utilize and create tools that teachers will use for curriculum mapping to create both a scope and sequence and a detailed outline of the objectives, content and skills taught in each class at their level; these documents will show how the planned curriculum will meet or exceed the Colorado Academic Standards and Common Core Standards.

Performing Arts teachers will meet every Tuesday from 9:20-11:20 for Data Driven Instruction specifically to the performing arts. Every Tuesday from 2:45-4:45 the Academic teachers will meet for Data Driven Instruction specifically to academics. Early Release is every Wednesday at 1:40. Every Wednesday from 1:45-3:00 is Professional Development for both the performing arts and academics teachers followed by the integration development from 2:45-5:00 to refine this curricular alignment based on the formative and summative data they have gathered.

Curriculum with high rigor and cultural relevancy has been carefully chosen to provide innovative instruction to meet Colorado Academic Standards in core subjects, as well as to help foster valuable 21st Century Skills such as



critical thinking, creativity, communication and collaboration in all students. Being in alignment with arts integrated core and core integrated arts, VPAC will select and develop materials that allow students to inquire, succeed and grow while providing teachers and students the feedback needed to create a supportive classroom community. VPAC has adequately reflected the cost of these programs in the budget and will monitor the effectiveness and appropriateness of chosen curriculum via internal data (individual teachers' formative and summative data, anecdotal evidence, and student feedback) and external data (parent feedback and external test scores).

Curriculum Development with VPAC intention: After Phase Four of piloting where VPAC was able to pilot the entire school model, an intentional plan to implement an arts integrated, whole-child, inquiry-based learning platform for the school was put into place. Goals were set to continue to utilize proven curriculums and implement specific elements of VPAC's model into them. Rather than creating new core content curriculum, VPAC will utilize top performing curriculum that can easily implement cultural competency and arts integration. To do this VPAC continues to pilot with real students in real schools. This is an adopt excellent curriculum and develop the VPAC aspect to align with it approach.

- **July 2018:**
 - Phase Four of piloting entire school model
- **August-November 2018:**
 - Outlined the scope and sequence for each grade level, content area, and academic course using the Colorado Academic Standards as a foundation
- **November 2018:**
 - Began to research current high-quality curriculums that can be implemented and aligned with integration of mission and vision of VPAC
- **December 2018:**
 - Identified technical, material and staff support at each school based on implementation goal
 - Developed student, school, family and community stakeholder onboarding plan
- **January 2019:**
 - Finalize performance and projects aligned to Colorado Academic Standards
- **January-March 2019:**
 - Develop unit-based pre-assessments and formative assessments
 - Develop horizontally and vertically aligned differentiation, intervention, and acceleration strategies
 - Refine sheltering strategies across grade levels, content areas, and courses.
 - Develop and refine interim formative assessments and progress monitoring aligned to curriculum
- **Summer 2019:**
 - Pilot entire VPAC school model with a focused emphasis on curriculum implementation
- **Fall 2019:**
 - Develop and refine curriculum-embedded summative assessments
 - Develop remediation and intervention strategies
 - Develop sample projects and materials
 - Develop and refine data-based teams and system for implementing data-tracking program
- **Spring 2020:**
 - Develop and refine curriculum-based and assessment professional development for Year 1 staff
 - Finalize sample projects and materials for Year 1 projects
- **Summer 2020:**
 - Final pilot of VPAC model in Summer Session.
- **Fall 2020:**
 - Implement VPAC Curriculum for Year 1



- Engage in continuous improvement of curriculum through professional development (see Professional Development plan in Section D.5)
- Monitor curriculum effectiveness through MTSS (see MTSS plan in Section E.3)
- Revise intervention and differentiation strategies as necessary
- Begin developing curriculum, assessments, and differentiated pathways for Year 2

Graduation Requirements: VPAC students will meet or exceed all APS graduation requirements. This will include at least 22 units of credit in the following courses:

Course	Units of Credit
English	4.0
Mathematics	4.0
Science	3.0
Social Studies (including 1.0 Unit of US History, and .5 Unit of Civics)	3.0
World Language	1.0
Elective and Additional Core Academic Courses	7.0

Chart D.3.

Additionally, VPAC students will complete a minimum of 4,444 hours of performing arts. This will be included in after-school participation, performances, past experience, apprenticeships, volunteering for productions, research, and other creative ways to earn major hours. Seniors will have a Senior Project that will include a product/performance of demonstration of major. Students will also have an Individualized Career and Academic Plan (ICAP) and demonstrate postsecondary readiness through one or more of the menu options provided by

Aurora Public Schools Policy: All student ICAPs at VPAC will follow guidance compiled by the Colorado Department of Education. Each 9th grader at VPAC will begin or build upon an existing ICAP so that students have meaningful opportunities to think about and plan for the future. Advisors will be responsible for ensuring students engage with and regularly update their ICAP's so that this tool helps them plan for graduation, and beyond.



VPAC Village



Section D3: Educational Program & Standards: Instruction

Introduction: As described in Section D1, instruction at VPAC is the “trunk” of the tree that allows students to grow. VPAC’s instructional model integrates three core elements: Systematic Truth Learning Method (STLM), inquiry-based learning, and arts integration. This section describes how these three elements come together to form an instructional model that will allow young people to recognize and find pride in their culture, overcome previous challenges in their learning experiences including but not limited to learning gaps, and develop mastery in academic competency and artistic expression.

VPAC’s entire instructional model is focused on serving and uplifting students of color. VPAC recognizes data that points to alarming disparities for children of color, particularly African and Latinx American children. VPAC is founded on the belief that these disparities are the result of systems of education that have been designed to and/or able to create learning environments and experiences that support these students, but not on the intelligence or potential of the students themselves.

- **Systematic Truth Learning Method (STLM)** is an instructional approach that enables learning environments and experiences to promote healing, critical awareness, and action.
- **Inquiry Based Learning** is an instructional approach that engages and empowers students in cycles of deeper learning, integrating individualized supports and scaffolds throughout to meet students where they are.
- **Arts Integrated Learning** (Arts Integrated Core and Core Integrated Arts) is an instructional approach (as well as a schoolwide system) that increases rigor, relevance, and engagement.

These three instructional strategies work in concert. This section will describe each individually and then paint a picture of the way the work together from the perspective of a fictional student.

Systematic Truth Learning

Systematic Truth Learning Method (STLM) is an instructional approach in which educators, and particularly educators of color, relate to students of color by being transparent about the systematic disparities that the students inherently sense and feel but may not be able to articulate. STLM validates and disrupts the often-unspoken feeling that students of color feel in school, and often particularly from white teachers, due to implicit biases. By disrupting implicit bias and systemic racism, STLM gives students the confidence and competencies to own their own learning and navigate complex systems.

Oppression in the education system is not always expressed in ways that are simple or overt. It is enacted through continuous biases that manifest themselves in the way’s students are treated, taught, and disciplined. Oppression is a particularly complicated process when it involves race. Race is not real, it is a construct that was developed to exert and uphold power and control. When one attempts to make sense of race, it makes no sense. And yet racism exists: the silent and insidious ideology that race is real and that certain races are inherently superior becomes real when it is enacted, often imperceptibly, in systematic approaches to creating and maintain inferiority complexes in children and adults of color based on the pigmentation of their skin.

Racism is enacted in many systems, including education. In the educational system, African American, Latinx, and European American children all interact with oppression and racism, but they are affected extremely different by the same ideology. Often racism is enacted without any direct language or action that students of color can look to and say, “see, that is racist!” Rather, the invisible “energy” of racism lands on these students who in turn, believe it



(internalized racism) and manifest it (classroom actions) in ways that not only cause them harm, but also reinforce teachers' and leaders' original biases.

Systematic Truth Learning Method addresses this dynamic through honest, direct confrontation. Validating the energy that students have been feeling, perhaps for their entire educational career, can empower students to understand and analyze it, to trust their own internal awareness and ability, and to show up authentically to invest and take ownership in their educational experience. Establishing this self-trust in the context relationship with a member of staff with whom they identify opens up countless doors and possibilities. It creates a cultural understanding and agreement that VPAC can't allow the ideology to win. Students experience a restored sense of purpose and are given tools that help them navigate in their brilliance even when systems of oppression are in place. These are functional life tools that the student will need outside of school and post school in society. STLM is dedicated to empowering brilliance rather than performing to persuade.

A student is not able to learn optimally if they are in emotional, mental, spiritual, financial, or social distress. The experience of racism - from external actors or internalized racist feelings - creates emotional distress. To combat the system that has internalized racism in young people, causing them to feel and therefore perform inadequately, another system must be created and enacted. STLM creates this alternative system through three primary levers.

STLM Component	Description & Research	Implementation
<i>Trusted Adults</i>	Studies show that students need supportive relationships- relationships characterized by warmth, closeness, and positivity - with adult in their life to believe in them for them to thrive. When teachers, staff and adults release their ego and allow the exchange to be genuine with students, there is a sacred space where students are unafraid of falling forward, a crucial concept in learning. Students thrive when in environments where know that the adults respect and value them, will be a support system for them, and want to see them successful.	VPAC will utilize: <ul style="list-style-type: none"> Hiring processes that screen for adults who value relationships with students Looping structures that allow students to develop relationships with adults over a period of years Professional development that trains teachers to develop the skills and competencies for culturally responsive practice
<i>Culturally Diverse Educators</i>	Seeing adults who look like the students served supports the identity of students are represented and relatable. This allows students to not feel like they have to seek being "normal", but that who they are is uniquely normal to them and everyone can show up as themselves and still get along and be productive.	VPAC will utilize: <ul style="list-style-type: none"> Hiring practices that prioritize teachers of color and teachers who can relate to the students they serve Community partnerships (e.g. Parks Scholars) that provide supports and systems of accountability for teachers to utilize culturally responsive practice
<i>Critical Analysis</i>	When students feel trusted and supported and able to use their voices, they are better able to systematically study and disrupt oppression in their own lives and communities. Specifically,	VPAC will utilize: <ul style="list-style-type: none"> Inquiry based learning (see below) provides students with an instructional platform to pose



	students can develop the 21st century skills of critical thinking and systems thinking by studying the historical and contemporary dynamics of racism, classism, sexism, and other forms of oppression. Instruction that enables students to engage in these higher order activities promote deeper learning.	<p>questions about, analyze, describe, and enact solutions to systems of oppression.</p> <ul style="list-style-type: none"> Professional development that supports teachers to design and teach inquiry-based projects
<i>Using Their Voice</i>	Students who feel comfortable with themselves become the best advocates for themselves. When students know that they can use their voice and their voice matters is allows growth to happen. Learning to be co-creators in their futures instead of having their futures dictated, aids students in learning how to shift to an honest narrative.	<p>VPAC will utilize:</p> <ul style="list-style-type: none"> Arts-integrated and performance-based learning and assessment (see below) provides students with a platform to express and demonstrate what they have learned, process their emotions, and showcase disruptive narratives, solutions, or ideas Professional development that supports teachers to integrate arts and academics and design opportunities for creative expression

STLM is an overarching approach that teachers will integrate with inquiry-based and arts-integrated learning. It will empower students to feel safe in a holding space of learning to release their genius. Creating the trust and the atmosphere for students to show up authentically in who they are invites them to take ownership in their learning experience. This translates to students setting the goals and outcomes they want to reach realistically and upon accomplishing those goals feeling a sense of self determination that is a life skill they can uses beyond the classroom.



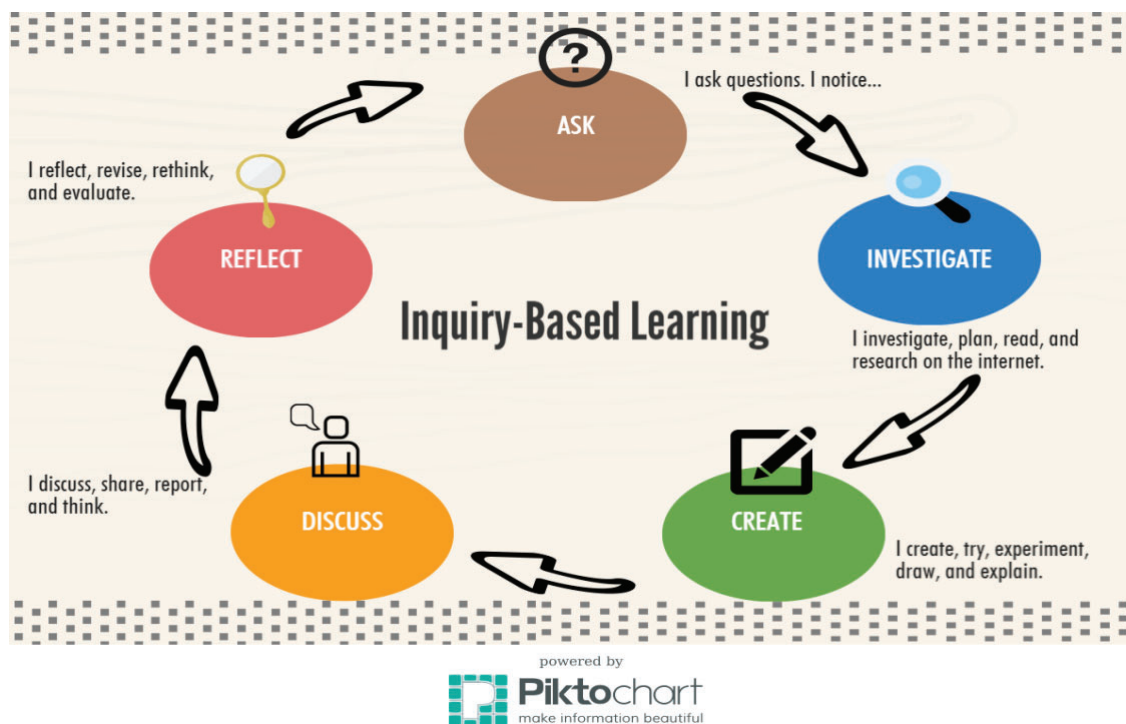
VPAC Young Men Program



Inquiry-Based Learning

Inquiry-based learning is patterned after what John Dewey coined the term “child-centered education” in 1929. Inquiry-based learning is not new and even though it has shown to be effective with urban inner-city children, many urban schools have shied away from its use thinking it would not be effective with this population of students. However, many studies have shown the opposite. One study in particular, done by Geier and associates in 1996-1998 shows the effectiveness of this model with urban inner-city youth, especially those students considered most at risk for academic failures (Urban Institute, 2003-2004). Data from this study shows that urban inner-city children and youth are more adaptable to Inquiry-based learning because they have been programmed to operate more independently in their homes and in their community. They report that inner-city children and youth operate more frequently with less adult supervision than do suburban children. They are more often called upon to look after younger siblings and to rely more heavily on their own judgments, intuitions, and ways to problem solve based on prior experiences within their family or community. Relying on self to make important decisions makes these children more adaptable to Inquiry-based learning because this method requires children to think outside the box, to explore new ideas, perspectives, thoughts and theories, to take calculated risks, and to work more collaboratively with peers to problem solve and learn from.

Inquiry-based instruction helps students not only learn the content, but leads to a deeper, more meaningful understanding of the content allowing them to apply what they have learned to real-life, everyday situations. Inquiry-based learning allows students to bring what they have learned at home or in their community to school and combine this with the concepts being taught at school. Because all learning builds on prior knowledge and content (Dumont et al, 2010), accepting what the students bring with them into the school learning environment helps them sort out what is useful, what is appropriate or inappropriate, and what can be combined from both entities to enhance learning, and create better opportunities for academic achievement and success in life.



Inquiry-based learning will be a core instructional strategy, grounded in hands-on investigation and collaborative teamwork, in all academic areas. It will also be used in supplemental learning opportunities, such as allowing students to engage in simulations of career options, conduct science exploration beyond the classroom, find a deeper understanding of the foundations of math or the underpinnings of language arts all. Inquiry based learning



will be implemented by guiding students through performing arts to take ownership of their educational experience. By investing in students' natural interests, talents, and abilities, students will thrive in an environment that allows them to explore their curiosities.

VPAC will use established inquiry-based learning models and protocols, exemplified by the model presented at left. The table below illustrates what teaching and learning strategies will be used at each stage, adapting the model for VPAC. Specifically, it shows how VPAC will integrate teacher supports, scaffolding, and opportunities for re-teaching and revision to ensure that the inquiry-based model can promote success for all students. VPAC's approach to inquiry-based learning integrates a gradual release model, utilizing a variety of different instructional models, from direct instruction to small group and independent work, to ensure all students can demonstrate mastery.

- **Direct instruction:** is integrated into inquiry-based learning as a stepping stone, and as a time for teachers to model the steps students will take to master the process of inquiry-based learning. The effectiveness of direct teaching is that it first prepares the teacher to teach using the inquiry-based process and prepares the students to utilize a formal process, taking essential steps necessary to become self-directed learners capable of asking the right kinds of questions, getting answers to questions in a variety of ways and from a variety of sources, learning to work effectively with a group, and the importance of understanding smaller concepts to gain a greater understanding and significance of the more global concept. Direct instruction allows teachers to build the foundation upon which students can then begin to understand what they are expected to know and be able to demonstrate (Jones, 2005; National Research Council, 1990; Vygotsky, 1962, 1978)
- **Differentiated Instruction:** is another instructional tool a teacher can employ to make sure all students are learning and can demonstrate mastery of APA/CDE 10 content standards and are prepared for learning beyond high school and for career opportunities in a variety of artistic fields. Differentiation is a way of teaching. It means giving students multiple options for taking- in information (Tomlinson, 1999) and it means that the teachers observe and understands the difference and similarities among students and uses this information to plan instruction that meets the needs of each student. Differentiated Instruction utilizes: ongoing, formative assessment, recognition of diverse learners and their needs, the necessity of group work, opportunities for student to problem solve and probe for information, and the essential effectiveness of choice in learning. Differentiated Instruction takes into account the multiple interests that students bring into the classroom and supports the student's right to have education served in a manner that best suits their learning needs (Bruner 2000).
- **Scaffolding:** is a method of instruction that helps a student master a task or skills which has up to that point been unattainable, but also recognizes the importance of the student learning that skill or knowledge as essential to the student moving to the next level of learning. Scaffolding requires the teacher to lead the student to new levels of learning using a variety of techniques and strategies the requires the teacher not do the learning for the student.
- **Teacher checks for understanding:** is a way to detect and address misconceptions, misinformation, and gaps in knowledge that can negatively influence learning. Throughout the inquiry process, teachers constantly check for understanding. This process embeds in students the importance of having the correct information before cementing a concept to memory and follows Jones (1991) rule to "go slow in order to go fast" Jones (1991, 2005).



VPAC Model: Scaffolded Inquiry-based Learning				
Prepare	Ask & Investigate	Create & Discuss	Discuss & Reflect	
<p>Teacher designs inquiry project and student groups to (1) provide learning opportunities within students' zones of proximal development and (2) create heterogeneous groups.</p> <p>Teacher provides a global picture of the content to be studied before breaking the concept down into smaller pieces. Information can be given through lecture, pictures, diagrams, role playing, films, dramatic readings etc. but a broad understanding of what is to be taught and learned is imperative.</p>	<p>Students work in small groups discuss the global picture and formulate a question or problem they want to explore. Students ask who what, why, where, what for, how questions; seek other resources for answers; attach prior knowledge; seek other ways to understand content; get help from peers etc.</p> <p>Teacher and support staff listen in to check for understanding during student discussion. Teachers reconvene students as necessary to clarify, probe for understanding; there are opportunities for re-teach if necessary. Teachers provide scaffolding for students who still don't get it.</p>	<p>Students work in small groups to develop an activity that demonstrates group understanding of the smaller concept and how they think it relates to the more global concept.</p> <p>Students needing more help gain it through scaffolding by the teacher, others move on to more discussion and finally to independent practice. Students guided practice following mini-lessons/ scaffolding from teacher. Teacher checks for understanding, reports findings to entire group; re-teach or refine if and when necessary.</p>	<p>Students work independently on a way to demonstrate mastery. This can be done in a variety of ways of their choice: project, picture, graph, research paper, paper/pencil assessment, video, dance etc.</p> <p>Teacher records mastery or if student needs more practice before rescheduling the mastery demonstration.</p> <p>Those who fail the second time receive scaffolding from the teacher, and chances to rework the steps leading to complete understanding of the concept.</p>	<p>Repeat Process until entire global concept is taught and students demonstrate mastery of the entire global concept.</p>

Chart D.4.



VPAC Village



Arts-Integrated Learning

“The arts teach children that problems can have more than one solution and that questions can have more than one answer.” (Elliot W. Eisner)

There are many benefits for students who participate in performing arts regularly, including improvement in self-confidence, poise, communication, self-expression, creativity, problem solving, conceptualization, critical thinking, cultural awareness and tolerance, personal discipline, and teamwork, to name just a few. In addition, students who have high levels of arts engagement or arts learning actually outperform their peers who are not engaged in the arts. The positive benefits are manifest in a variety of areas such as grades, test scores, honors society memberships, high school graduation, and college enrollment, and even extend to volunteering and civic responsibility such as engaging in school or local politics.

Incorporating the performing arts into education helps to engage and motivate students, which in turn helps improve student attendance, attitude and behavior. Participation in the arts also helps students see themselves as powerful agents for change in themselves and their surroundings. Students begin to believe that they can be an active driver of their own learning and achievement, which contributes to the student's sense of self-efficacy and self-esteem. The performing arts also enrich communities and encourage communication and collaboration between diverse groups. The arts help students of all ages understand other cultures and beliefs and encourage communities to embrace and celebrate diversity.

Specifically, VPAC will integrate arts and academics utilizing the following systems and structures.

Element	Description
<i>Co-Planning</i>	Academic and art teachers will work in collaboration to plan content. This will ensure that arts and academic content are relevant to one another and create opportunities for interdisciplinary partnership.
<i>Core Integrated Arts</i>	Arts teachers will work to integrate academic content into arts instruction, e.g. teaching the history of dance or integrating teachings about the biology of movement.
<i>Arts Integrated Core</i>	Academic teachers will work to integrate arts into academic instruction, e.g. using art and artists as subject matter and incorporating artistic expression into learning processes and for final demonstrations.
<i>Performance-based demonstration</i>	In both arts and academic classes, students will have the opportunity to use performance as a means of demonstrating learning (often in addition to formative and summative assessments). In arts, this means recitals, plays, or other performances. In academics, this means including speech, simulation, role play and other forms of performance as options for culminating inquiry projects.

VPAC's schedule will promote artistic mastery and academic excellence by integrating arts and core academics. In alignment with VPAC core pedagogy, classroom instruction will include time for direct instruction from a teacher,



working individually and small group practice, student-centered projects, and supplemental/individualized supports the teachers, specialists, paraprofessional, or technology.

- **Middle School: Exploratory Arts:** VPAC will offer instruction in periodic schedule, with dedicated times for academic and performing arts instruction. The school day for 6-8 grade students will include core academic instruction along with a daily performing arts class of their choice. Students will choose four classes (each lasting one quarter) to provide adequate exposure to arts disciplines during the middle school years and ensuring that students experience each major for a quarter. In grade 8, students will prepare for their major selection and audition process for high school. Teachers will prepare students for the academic and artistic requirements and guide them to master what they have been exposed to as a middle schooler. Spring of grade 8, students will select and audition for their major. VPAC recognizes that adolescence is a time of identity exploration and formation and will therefore enact strong structures for exploration and advisement. By the time students select a major, they will have had ample opportunity to explore majors and interact with master performers (and often older students) in a variety of majors. They will have sustained support from teachers and counselors to make decisions about their majors; these relationships are enabled by staffing structures described in this section (e.g. teacher looping). Students who enter partway through middle school will have additional and more intensive supports for these decision-making processes. VPAC will use teacher looping rotations to maximize relationship development, engagement and learning with students. In grades 6 and 7 students will experience the same academic teachers. In grade 8 they will experience a group of teachers that guide and prepare students to matriculate into high school. Students will work with the same arts teachers for all three years of middle school. In grade 8, arts and academic teachers will work particularly closely to guide students through the through major selection, audition, and high school preparation processes.
- **High School: Intermediate Arts (9-10):** Grades 9-10 will have the same academic structured scheduled day. They will be in more advanced intermediate classes in their selected major and have an opportunity to select a minor. In grades 9-10 students will have the option to audition into another major at any time. Students will work with teachers and counselors as necessary to support these decision-making processes., and VPAC staff will counsel students and families carefully to ensure that decisions to select or change a major are developmentally appropriate and supported. and to map arts pathways that ensure they are on track to graduate. Students will be introduced to mentors in their major; mentors will work with students in their collective major groups on a monthly basis. Intermediate performers (9-10 grade) will aid and assist in senior projects as needed. The maximum of when students who are not VPAC students can audition is 10th grade. As in middle school, VPAC will use teacher looping rotations for 9th and 10th grade.
- **High School: Master Arts (11-12):** Grades 11-12 again, will have the same academic structured scheduled day. Students will be in more advanced master classes in their selected major and have an opportunity to select a minor. The master performers will have an opportunity to “tour” and perform outside of VPAC. Seniors will prepare a Senior Project in their major and present as a part of VPAC graduation requirements. Students who are not VPAC students may not audition at these grades. VPAC will use teacher looping rotations for 11th and 12th grades.

Instructional Processes and Supports

Teacher Planning: VPAC will utilize the CDE curriculum documents to ensure that instructional design is aligned to meet the standards of the State. VPAC teachers will work in collaboration using planning processes that the VPAC instructional model comes to life and to ensure that core standards are met. VPAC teachers will be able to create



the integration of lesson plans in a format that makes sense for them, as long as every lesson has the following components:

- Begin a lesson with a short review of prerequisite learning;
- Provide a short statement of goals for the lesson;
- Present new material in small steps, with student practice after each step;
- Give clear, detailed instructions and explanations;
- Provide ample practice for all students;
- Ask many questions and get answers from all students;
- Guide students during initial practice;
- Provide systematic feedback and corrections; and
- Provide explicit instruction, practice and monitoring for independent practice.

Assessment and Evaluation: To meet the learning needs of students, teachers will continuously gather assessment data to document academic, artistic and social growth. Assessment is a systematic process that includes recorded observations of student's work, student behaviors, discussions and conferences with students, their parents, and other teachers or staff members, daily work, questions asked by the student, student's attitudes about learning, and tests and other evaluation activities used to gather information about student progress. All students will have an ILP (Individual Learning Plan) entered into a secure computer site. Teachers who instruct a particular student will have access to the site and to each student in their classes ILP, but only those authorized to place data in the file will be able to do so. Data collected in the ILP will be used to inform decisions about daily instruction to meet each student's individual learning needs, and to guide conferences with parents or other teachers in an effort to bring about better collaboration within the school and between the school and home. Parents and students will have access to all information in the ILP. NWEA MAP will be the standardized assessment VPAC uses. Using student data based on internal formative assessments, performances, VPAC will see a clear picture of students' progress. Based on the idea that mastery takes practice, students will be given more than one opportunity to achieve mastery. If mastery is not achieved, either academically or artistically, VPAC's schedule (e.g. Monday Mastery) allows time for additional individual or small group practice leading to demonstration of mastery. This approach supports students to advance without learning gaps that accumulate over time.

Small Class Size: VPAC is committed to limiting class size to no more than 20 students per academic class and 30 per artistic class. Smaller class size allows for optimal learning opportunities and more effective learning conditions, especially for struggling and/or reluctant learners (Darling Hammond 1993). Smaller class size allows teachers to spend more time with individual students or with small groups, and opportunities to more effectively redirect negative behaviors immediately before they flourish and create larger problems (Jones, 1997; Brophy, Good 1983). Smaller class size helps create a classroom atmosphere where all students feel safe, including reluctant or struggling learners and students in special education programs. It allows all students to engage in classroom discussion, dialogue with other students, and often provides a climate in which fewer willing students feel safe to perform in front of the group (Jackson 1968; Kochman, 1992). Small class size minimizes the need for special education pull-out programs which often stigmatize students making them less willing to attend pull-out special education classes, even when these classes can be beneficial to their learning. Smaller class size allows time for teachers to teach using instructional practices that leads students to mastery using the more self-directed Inquiry-based and competency-based instruction methods.



Section D4: Educational Program & Standards: Supplemental Programs, Specials or Electives

Elective Programs: VPAC's Elective Programs are all incorporated in the performing arts portion of the day. They are all real-life application that can be utilized via the performing arts as well. The electives offered are to enhance the performing arts experience and equip students with entrepreneurship skills that will aid them in developing their craft. The electives and programs offered are:

- Money, Money, Money 101: Time Management and Negotiations
- Money, Money, Money 102: Financial Literacy and Taxes and Loans
- Entrepreneurship: Management
- Entrepreneurship: Marketing and Promotions
- Life Skills: HomeEc and Personal Care

Students will collaborate with peers, educators, and community partners for an enriching and hands on experience in their elective through their major. This workshop model allows VPAC to offer a diverse, constantly-evolving set of topics and learning experiences. Students have 60 minutes of elective time twice a week.

Internship Program: VPAC Internships with community partners are designed for 11th and 12th grade. These internships will be tracked and assessed by the Arts Coordinator to ensure the internship is strengthening students' academic and non-academic skills in their general content area. Internships will take place during their elective time as well as out of school time. All credits earned through internships and the elective program will apply towards the Elective & Additional Core Academic Courses required for graduation in Aurora Public Schools.

VPA After-School Programming: Students will have an opportunity to remain engaged in activities after-school as well. VPAC will continue the programming of VPA that has been operating for over 14 years in the community. This will allow students to earn additional performance hours as well as continue to grow. Specific clubs around civic engagement, academics, social justice, and fellowship will be supported. After-school clubs will begin at 5 and end at 7. For VPAC students, these after-school arts programs are free. Non-VPAC students are welcome to participate for a costume fee of \$65 per month. These after-school programs will produce performance opportunities as well. VPAC will use these as an introduction and recruitment platform to build interest in enrolling.

Summer Pilot Program: Every summer VPAC will continue to host a performing arts summer camp that pilots the school during June. VPAC will take advantage of the summer pilot program to pilot elements of the school model that before fully incorporating it the actual school year. This program is utilized as a student recruitment platform. At the end of the summer students will produce a performance for the community. Summer Pilot Program will be facilitated by stipend staff and provide potential new staff to experience the school model in a capacity on their terms as well. Funds from the Summer Pilot Program will be a complete fundraiser.

School Calendar Breaks: Every scheduled school calendar break, VPAC will host a community arts-education camp. This program is utilized as a student recruitment platform.

VPAC/non-VPAC events: All VPAC events, students are offered the opportunity to perform. This program is utilized as a student recruitment platform. VPAC host events and is often requested to perform at non-VPAC events.



Community Partner Organizations: VPAC has cultivated strong supports and partnerships with many organizations over 14 years. VPAC partners will enrich the elective course offerings, offer internship opportunities, and provide students with the resources they will need to executive performances. A list of organizations along with a description of the services they will provide can be found below. Letters of Support and Draft Service Agreements from these organizations will be finalized April 2019. There are a few of many partnerships.

<p>City of Aurora</p>  <p>Partnership: City youth events/after-school program/summer program</p>	<p>Fields Foundation</p>  <p>Partnership: Venue/Youth events/Performances/Sponsorship</p>	<p>Parks Scholars Network</p>  <p>Partnership: Mentorship/Sponsorship/PD/Leadership development</p>
<p>Inside the Orchestra</p>  <p>Partnership: After-School Program/Summer Program/youth performances</p>	<p>Empower Community High School</p>  <p>Partnership: School partnership/youth events/performances/internships</p>	<p>Aurora Community School</p>  <p>Partnership: School partnership/youth events/performances/internships</p>
<p>VOCO</p>  <p>Partnership: After-School Program/Summer Program/youth performances</p>	<p>Downtown Aurora Visual Arts</p>  <p>Partnership: After-School Program/Summer Program/youth performances</p>	<p>YEBO!</p> 
<p>CPRD</p>  <p>Partnership: After-School Program/Summer Program/youth performances</p>	<p>Aurora Symphony</p>  <p>Partnership: After-School Program/Summer Program/youth performances</p>	<p>myEcon</p>  <p>Partnership: After-School Program/Summer Program</p>

Chart D.5.

VPAC Leadership Development: Student leadership and voice is valued. VPAC will offer frequent opportunities for students to exercise leadership both within and beyond the school.

OPPORTUNITY	DESCRIPTION
School Culture Committee	Cultivate cohesive community relationships through the planning and implementation of school and community cultural events.



Hiring Committee

Engage in VPAC's recruitment, hiring and selection process for VPAC staff.

Chart D.6.

Athletics: VPAC is seeking to partner with the Aurora Public Schools Athletic Department to provide VPAC students access to their sports programming.

Section D5: Educational Program & Standards: Professional Development

Introduction: VPAC believes that a powerful, healthy, collaborative, and continuously learning team is key to a successful school. VPAC is committed to building and sustaining such a team. This section describes key aspects of VPAC's approaches to developing a strong teaching team, from recruitment through retention. Specifically, this section will cover:

- **Recruitment, Hiring, and Induction**
- **Professional Development and Coaching**
- **Teacher Collaboration**
- **Teacher Culture and Retention**
- **Leader Development**
- **Observation and Evaluation**
- **Professional Development Program Design and Improvement**



VPAC Volunteers that will be applying for positions

Recruitment, Hiring, and Induction

Recruitment for teachers and staff will rely on an extensive search that includes but is not limited to the local market. In addition to tapping local networks in Denver and Aurora, VPAC will recruit from a variety of markets and outlets state- and nation-wide to access the array of talents, experiences, and perspectives needed to run an effective school. While VPAC will recruit for diversity in skill and experience, VPAC will ensure all candidates - no matter the position - demonstrate the following:

- **Alignment with VPAC mission, vision, and values**



- Value for and successful experience working with urban, inner-city students
- Demonstrated competency with cultural self-awareness, relationship-building, and culturally responsive pedagogy
- Openness and eagerness to learn new methods of teaching, thinking and behaving
- Openness and eagerness to be a collaborative member of the VPAC team and collective community

Recruitment channels: VPAC will utilize established best practices for teacher recruitment, in alignment with findings from the Illinois Network of Charter Schools and National Alliance for Public Charter Schools. VPAC will:

- Establish clear recruitment goals
- Create a recruitment calendar noting key hiring deadlines
- Backwards map from these deadlines to ensure ample time for cultivation and recruitment
- Track and monitor all recruitment data (e.g. number of events, number of contacts, etc.) to ensure progress toward goals
- Build a local pipeline through:
 - Attendance at community events (increase awareness)
 - Targeted social media and online marketing (increase awareness)
 - Strategic community partnerships (cultivate aligned talent)
 - Creating a 'grow your own' pipeline from VPAC program staff and alumni (cultivate aligned talent)
- Build a national pipeline through:
 - National social media and online marketing (increase awareness)
 - Postings in national charter and performing arts networks (increase awareness)
 - Strategic community partnerships (cultivate aligned talent)

Hiring Processes (found in Appendix D5:1): VPAC will use rigorous hiring processes to select teachers.

1. Once prospective candidates are identified, the school will submit to each perspective candidates a comprehensive description of the school and specific job responsibilities. Job responsibilities and expectations for employment at the school are clearly detailed and includes an understanding of: mission, vision, philosophy, educational goals, expectations for student acceptance and learning, instructional competence, inclusion of common core content standards, effective classroom management, student/teacher behaviors, and student/teacher assessments and academic growth expectations for students.
2. Executive leadership (ED and Principal) will review candidates resumes, cover letters, and any other artifacts to determine basic eligibility and qualification.
3. Once teacher candidates are paper-screened, a hiring panel (including school leadership, one or more Board members, and (after opening) existing staff, students, and families) will evaluate their skills, expertise and qualifications and determine the appropriate grade-level and content area for which the candidate is highly qualified (based on state teacher/ administrator credentialing) and for which they are best suited in terms of the school's structure. Teacher candidates will have to submit a sample lesson plan with a recorded video of them instructing in a class.
4. The final steps for instructional staff will include a face-to face structured interview with a panel of educators (including the executive director and principal), parents and community members to further assess the candidate's knowledge, background, expertise and desire to work within the framework of the school's curriculum design. The structured interview will include a mock lesson presented to students, (age appropriate based on the candidate's qualifications), parents and other educators. To find qualified support staff the school will hold local job fairs allowing local residents to apply for positions that utilize their skills.



5. Once a candidate meets the screening, hiring criteria, the candidate will undergo an extensive background check and if cleared they may be offered a contract. The school does not discriminate based on race, color, ethnicity, religion, age, ability, or sexual orientation.

VPAC will utilize Colorado Quality Teachers Standards. A copy of this can be found in Appendix D5:4.

Induction: Though VPAC intends to hire experienced teachers, all teachers who are new to VPAC (in year one and thereafter) will be supported through the VPAC Welcome program. VPAC Welcome is designed to support and mentor teachers to ensure their success in their first year and beyond. The Principal will manage this program. VPAC Welcome program will acclimate new teachers to VPAC pedagogy (Systematic Truth Learning, Inquiry, and Arts Integration) and to the scope and sequence of VPAC in particular, and will include, at a minimum, the following components:

- Weekly mentoring meetings (to last a minimum of 20-30 minutes) with the Artistic or Academic Director. Mentoring sessions will allow time for the Director(s) to coach the new teachers in their focus areas as outlined by their Professional Growth Plans or as identified by the Academic Director
- Weekly informal classroom observations by the Artistic and/or Academic Director
- Release time for new teachers to observe, twice per semester, other teachers in the building or in other high-performing schools

While the Principal will manage this program in the first two years of operation, s/he will also identify and train teacher leaders who will, in subsequent years, serve as mentors to new teachers and conduct the weekly mentoring meetings. These teacher-leaders will also observe their mentee teacher(s) at least once per semester and provide constructive feedback following the observations. After the first two years of operation, the Academic Director will continue to conduct weekly informal classroom observations, providing teachers with written feedback after each drop-in. In addition to the development of mentor teachers, the Academic Director will identify teachers in the building who are masters of specific strategies (such as using movement in the classroom, incorporating higher-level questioning, etc.) and work with them to present workshops to the entire staff during professional development days.

Professional Development and Coaching

Research clearly shows that teacher development and teacher satisfaction are central to the success of students and the school improvement (Sprinthall and Thies, 1993). The VPAC Professional Development Plan follows research conducted by the Rand Corporation (Berman and McLaughlin, 1978) and professional development training programs designed by Dr. Carolyn Jones and used in professional development training with school districts in Aurora and Cherry Creek and with staff at Challenges, Choices and Images Charter School, Denver Public Schools, and with administrators and superintendents throughout the state of Colorado. The model professional development programs which will be used at VPAC will have the following components:

1. Training that is concrete, continual, and tied to improving instruction in all courses.
2. A coaching component that is attached to learning more effective teaching and learning strategies; discussion of various topics that lead to a clearer understanding of student-centered learning, cultural competence and instructional practices, peer discussion-peer practice, opportunities to observe and be observed by peers and other professionals, opportunities for discussion, reflection, introspection, challenging perspectives and assumptions, and getting to know self, and reasons for entering the teaching profession and for teaching at this particular school.
3. Building administrators in attendance at most professional development trainings.
4. Sessions devoted to helping teacher's problem solve, discuss concerns about new teaching and learning techniques and skills, and concerns they may have regarding the school, students, administration, parents etc.



5. Release time and summer training opportunities to accomplish intended outcomes.
6. Opportunities for teachers to give input into decision-making.
7. Training that includes the use effective evaluation strategies, assessments and tools to assess student progress, the mastery of the 10 APS/CDE content standards, skills and knowledge to compete successfully in the student's artistic chosen field, and the most effective ways to prepare students to take advantage of higher learning opportunities beyond high school, and self-advocacy.

Professional Development Overview: Professional Development at VPAC will include:

- Summer Intensive Institute
- Weekly collaborative data study
- Weekly collaborative PD
- Coaching
- Holistic Supports

Topics	Purpose	Who	Leader(s)	Takeaways
Colorado Education, History and Culture of Aurora Arts Education Day: 1	Deepen understanding of the rich history and culture of Aurora and Colorado education	All staff	Community Leaders/Families	Why VPAC is needed.
VPAC Culture, Instruction, and Curriculum Day: 2-4	Build culture, set expectations, discuss employment handbook, ground the work as a school community	All new staff/ Founding staff	Executive Director	The "VPAC Way" Shared language and messaging. Inquiry/project/competency arts integration
Instructional Support for SPED & ELL Day: 5	Educators internalize strategies to support, or scaffold, instruction	All staff	Principal	How to best serve unique learners in VPAC
Supportive Platforms Day: 6-7	Ensure all teachers are able to effectively use the platforms selected for the purposes of formative and summative assessment, and communicate its functionality to students and parents	All staff	Platform Presentations	Efficacy in supportive platforms
Collaborative Design Day: 8-9	Ensure Artistic and Academic teachers collaborate effectively	All staff	Executive Director/Principal	Weekly collaborative and data meeting format. Unit development
STLM Pedagogy Day: 10	Systematic Truth Learning	All Staff	Executive Director	Instructional practices grounded in authentic cultural competency
Restorative Justice Day: 11	Proactively develop asset-based mindsets about approach to restorative justice.	All staff	Students/Community Partners/Elder Board/Executive Director/Principal	Disciplinary Policy and Trauma-Informed Practices



Operations, Family and Community Engagement Day: 12-15	Expectations of families and community involvement, enrollment, operations	All staff	Community Partners	Partnership relations
Internal and External Communication Day: 16-18	Effective communication with team and staff and outside of school	All Staff	Executive Director	Privacy Compliance, Chain of Command,
Performances Day 19-20	Project based performance assessments	All staff	Artistic and Academic Director	Expectation of varied level performances

Summer Intensive Institute: Summer Intensive will be held annually in July to prepare all staff, new and returning, for the upcoming school year. In year one, the objective of the summer session will be to build a staff community along with a shared understanding of the school's culture and educational practices. The overview of year one summer intensive is shown below.

Summer Intensive Institute will also ensure all teachers understand and are compliant with discipline procedures and policies, child abuse and sexual harassment procedures and policies, confidentiality issues, and overall expectations of students, staff, parents and students.

Weekly Collaborative Professional Development: Wednesdays are early release days (school ends at 2:40 PM) and Professional Development runs from 3-5 PM. In total, educators will engage in 160 hours of Professional Development spread across 40 weeks of Weekly PD. This is in addition to the 320 hours of summer intensive Professional Development. Below are the themes for professional development in year one, followed by a description of possible PD topics within those themes and a sample calendar.

- Instructional Strategies
- Integrative Planning
- VPAC Community and Culture
- Equity and Accountability

Possible Topics	Purpose	Who	Leader(s)
Instructional Strategies: inquiry learning and arts integration	Ensure all teachers have strong abilities to implement VPAC's core pedagogical approaches	All teachers	Principal and/or external experts
Instructional Strategies: Differentiation in Core Content	Ensure that all core content teachers are fluent in using data to drive differentiated instruction for ELL, SPED, and Gifted & Talented students	Core Content teachers	Principal
Instructional Strategies: Special Education and Inclusion, G/T	Ensure all teachers know their responsibility to serve exceptional students and students with disabilities and ensure they have the tools to do so effectively. This will include: inclusive practices, differentiated instruction, PBS strategies, working with students experiencing homelessness, & trauma informed care.	All teachers	Special Education Coordinator
Instructional Strategies: ELL strategies	Ensure all teachers know their responsibility to serve English Language Learners and ensure they have the tools to do so effectively, including sheltering strategies.	All teachers and leaders	ELD Coordinator
Instructional Strategies: Technology	Ensure all teachers are adequately trained on how to utilize technology and other tech tools and platforms to support student learning	All teachers	Principal



Integrative Planning: Curriculum Collaboration	Provide monthly or bi-weekly time (at a minimum) for all teachers co-plan, co-teach and collaborate on lessons across the arts and academics.	All teachers	Executive Director/Principal
Integrative Planning: Individual Learning Plans	Teachers will meet in small groups to study students' individual learning plans and/or social emotional needs and create collaborative strategies for supporting students. This wraparound approach will help teachers align supports for students, especially those who are struggling		
Equity and Accountability: Data Dive	Ensure equity across intersecting lines of identity (race, gender, class...), Students with IEPs, G/T, and ELL	All staff	Principal, Parks Scholars
Equity and Accountability: Mindsets	Teachers collaborate to reflect/learn about teacher mindsets that support student learning, including race and identity; growth mindset; and continuous improvement.	All staff	Principal
VPAC Community	Monthly PD sessions designed to connect VPAC teachers and staff to community members, organizations, and leaders.	All staff	Executive Director

Chart D.8.

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
W1	VPAC Community	VPAC Community	VPAC Community	VPAC Community	VPAC Community	VPAC Community	VPAC Community	VPAC Community	VPAC Community
W2	Integrative Planning	Instructional Strategies	Integrative Planning	Instructional Strategies	Integrative Planning	Instructional Strategies	Integrative Planning	Integrative Planning	Instructional Strategies
W3	Instructional Strategies	Integrative Planning	Instructional Strategies	Integrative Planning	Instructional Strategies	Integrative Planning	Instructional Strategies	Instructional Strategies	Integrative Planning
W4	Integrative Planning	Equity and Accountability	Integrative Planning	Equity and Accountability	Integrative Planning	Equity and Accountability	Integrative Planning	Integrative Planning	Equity and Accountability

Chart D.9.

To support collaboration and instructional alignment, teachers will be asked to give demonstration lessons to their fellow teachers twice a year during weekly sessions. Each teacher will also be required to spend at least one full class period during the school year in another teacher's class to observe and provide feedback as to the effectiveness of the lesson, engagement of students, classroom management, and all-around teaching and learning effectiveness. (This will occur during off periods, or using release time/subs as needed.) This will be a wonderful way to get feedback regarding the use of the instructional practices by all instructional staff.

In addition to Early Release Wednesdays, the annual calendar provides for 5 professional development days. These professional development days are designed to aid teachers with any additional support, training, or mentoring they need to execute instruction in excellence. From VPAC-specific initiatives, school-wide instructional initiatives, data and data tracking trainings, outside professional development, to one-on-one evaluations with coaches and principals, these days are to ensure students are best served. All teachers will have a planning period built into their daily schedule to allow teachers time for work on their Professional Growth Plan and for class preparation.

VPAC will follow the CDE Arts in Education Guidebook, found in Appendix 1, to create a professional development programs for the artistic teaching staff. As listed in these guidelines VPAC will include diverse training options that are standards-based, focused on best practice in arts education pedagogy, and include awareness of the many occupations in the creative industry.



Weekly Collaborative Data Study: Tuesday are data days. VPAC Artistic teachers will meet at 11:50-1:50 while academic classes are happening to dive into the arts data as a team. VPAC Academic teachers will meet from 2:45-4:45 while artistic classes are happening to dive into the academic data as a team. Data days will serve several purposes: inform, align, and improve instruction; support collaborative planning and opportunities for vertical and horizontal alignment; and identify needs for future professional learning and development needs.

Coaching: Coaching at VPAC is a critical strategy for ensuring teachers have regular feedback and opportunities for practice. VPAC approaches coaching by translating the concept of “perfect practice” from the arts. Perfect practice entails repeated engagement in an activity with regular feedback while working toward a goal. Just like dancers and singers use this concept with their coaches, and just like students experience perfect practice as they work toward mastery in the classroom, teachers also experience perfect practice through coaching. Alongside their coach, teachers have the opportunity to try, test, and refine instructional strategies to improve their teaching competency and move toward mastery in VPAC’s core pedagogy. The Principal, Artistic Director and Academic Director will be primarily responsible for coaching. As the school grows, VPAC will create teacher leadership positions to increase the number of coaches and reduce any one individual’s coaching load. The school aims to provide coaching observations (different from observations) for all educators once a week. Adjustments may be made to this weekly schedule based on individual teacher need and may result in more frequent or less frequent visits. However, no teacher will be observed less frequently than twice a month.

VPAC will utilize a learning cycle for teacher coaching. The learning cycle is a multi-step process supported by differentiated supports at all stages.

1. Teachers and coaches work together to set a year-long intention for coaching. Teachers can set personal intentions (goals) aligned that also align with VPAC core instructional priorities (inquiry, arts, and others). For example, a teacher might set a year-long intention to improve differentiated supports for students who are behind grade level in reading using the MTSS framework.
2. Throughout the year, teachers work with their coach to identify specific instructional changes that they believe will result help them work toward their goals and achieve greater student success in their classroom. They work with their coach to develop clear plans for what they will do differently and how they measure the impact of their actions. These more specific plans are shorter learning cycles embedded within the year-long goal. For example, a teacher might decide to practice facilitating guided reading breakout groups in the context of inquiry projects.
3. During shorter learning cycles, teachers enact instructional changes as laid out in their plans. Coaches observe practice weekly, and the teacher also collects feedback about student engagement and learning in their classroom. Teachers and coaches meet weekly or bi-weekly during scheduled planning time, free periods, data time, or professional development, to reflect on feedback and study student data.
4. Teachers and coaches decide together when a learning cycle is complete, and when it is appropriate to identify a new instructional strategy. There is no set timeline for this process; the length of learning cycles is dependent upon the amount of time it takes for a teacher to integrate new strategies into their regular practice, and is based on data about teacher and student growth and development.
5. At the end of the year, teachers and coaches reflect on overall growth and progress toward the overall intention. Year-end reflective conversations can support teachers to set goals for the following year.

Teacher Collaboration

The VPAC model relies on strong systems of teacher collaboration. Globally, teacher collaboration is key for a strong professional culture and to ensure alignment of curriculum, assessment, and student supports. At VPAC, it is particularly important that teachers collaborate to ensure tight alignment between arts and academics. VPAC will foster teacher collaboration in the following ways.



- As the figure D.9. shows, VPAC staff will meet monthly for professional learning during early release days. At least one (and usually two) of these meetings are dedicated to integrative planning. Integrative planning times will be used for the following purposes:
 - At least monthly, art and academic teachers will work together for at least one hour to plan collaboratively.
 - At least monthly, academic teachers will have vertical and horizontal alignment planning meetings.
 - Art and academic teachers and other support staff (e.g. psychologist) will meet to discuss individual students; learning plans and social emotional needs.
- As the figure D.9. shows, VPAC staff will meet monthly for professional learning during early release days. At least one monthly PD meeting will focus on instructional strategies. During this time, teachers will deliver sample lessons to their peers for feedback.
- Teachers will visit one another's classrooms for non-evaluative observations. Observations will serve two primary purposes: allowing teachers to give and receive feedback, and supporting the spread of effective practices between classrooms.
- New teachers will be mentored by veteran teachers, creating structures for 1:1 relationship development.

Teacher Culture and Retention

VPAC's staff are equally as important as the students because having a healthy happy team of teachers in from of students is vital to aligning to the mission and vision of the school. VPAC believes strongly that the genius in students are unleashed by modeling of the genius of teachers being unleashed. Teachers voices are valued and ensuring they are comfortable and safe is priority. Teachers having a reciprocal relationship with the leadership team will ensure the community culture of VPAC.

In order to create a collegial, positive staff culture and attain a 90% retention rate for the teachers who are invited to return each year, VPAC wil:

- Foster teacher collaboration to create a community of trust and collegiality. Teacher collaboration occurs during data days and weekly professional development, as well as peer mentorship, coaching, and informal opportunities for staff to connect.
- Invest in teachers' professional growth via weekly professional development, one-on-one coaching and mentoring and staff celebrations.
- Formally appreciate outstanding teacher achievement. VPAC faculty and staff will be honored at an annual Faculty and Staff Appreciation Luncheon at the close of each academic year. The Principal, Academic Director and Artistic Director will use this luncheon as an opportunity to recognize outstanding teacher and staff achievement and highlight excellence demonstrated by teachers and staff throughout the year.
- Provide opportunities for teachers to contribute to school leadership and decision-making. School leaders will solicit teacher voice through formal and informal mechanisms to create a community in which teachers are respected and empowered as professionals.
- Provide opportunities for teachers to grow and advance in their careers through increased responsibility and role specialization, e.g. peer mentorship, peer coaching, team leadership, etc.

Holistic Supports

The school's professional development plan will include ways to help teachers gain confidence in their ability to successfully raise achievement levels for all students. Doing this will require that VPAC take a whole-person approach with teachers, just as the whole-child approach is taken with students. VPAC leadership will pay attention each teacher's personal and emotional wellness as well as how well they are modeling the instructional



practices, expected outcomes, and other procedural issues that are expected of instructional staff. In addition to instituting mentorship and coaching practices to ensure a whole-person approach, VPAC will shape a culture of professional community, where teachers seek assistance from colleagues and other building administrators, ask questions, seek clarification of building and district issues, get assistance with the use of new technology, or help with other kinds of issues that impact their classroom effectiveness. Cooperative planning times are one way that VPAC will create community among teachers. Finally, VPAC recognizes the reality of secondary trauma for teachers; adults who work with students experiencing trauma (as VPAC students might), who live in neighborhoods where there is violence (as is true of Aurora), and/or who experience their own trauma related to racism, sexism, and other forms of oppression (as VPAC's diverse teaching staff might) may be prone to the same effects of trauma that students face. VPAC is committed to supporting adults in the building in conjunction with supporting students. Using our own counseling support as well as community partnerships to be developed during year 0, VPAC will ensure that all staff can access therapy and supports as needed.

Leadership Development

The Executive Director is a part of many fellowships that continuously provide resources and mentoring on charter school leadership. The Principal, Academic and Artistic Directors will participate in Aurora Public Schools professional development. The Executive Director and Principal will shadow administrators at other schools of excellence in the Denver Metro area. The Executive Director is also participating in the Administrator Mentor Cohort (AMC) & Induction Program through the Colorado Department of Education. This program is specifically designed for charter school leaders and has three main goals: to provide charter leaders in start-up schools with quality support as they get their schools off the ground; to support CDE CCSP grant recipients, the AMC fulfills leadership mentoring Technical Assistance requirements of the grant; and to offer charter school leaders a 2-year induction program to validate their initial principal license in a way that is specifically designed to meet the unique needs and demands of the charter sector.

Observation and Evaluation

Evaluation processes at VPAC will ensure that teachers are accountable for their learning and growth and, ultimately, for their ability to support student success. It should be noted that observation/evaluation and coaching are separate processes. While both entail goal setting, and while evaluation and coaching goals may be the same, VPAC believes it is important that coaching be a "safe space" process where teachers can try and test new practices, take risks, and feel comfortable reflecting on failures. When the school grows, VPAC will try to ensure that coaches and evaluators are not the same person. While the school is still small, the Directors and other leaders performing evaluations will be sure to carefully delineate between coaching and evaluation so that teachers feel the processes are clear, transparent, and trustworthy.

The formal evaluation process for all staff will consist of the following:

- Beginning-of-Year Goal Meeting and Review of Goals: Teachers and staff will meet with their supervisors to discuss their goals and create an action plan to achieve those goals.
- Fall Formal Observation: The Academic and Artistic Directors will formally observe all teachers and staff. The fall observation will consist of a pre-observation meeting in which the Director will meet with staff to discuss the goals and plan for the observation and targeted areas of focus for the observation based on the staff member's goals/needs and school goals. The Directors will conduct a live observation for anywhere between 20 minutes and a full class period. The post-observation meeting will allow teachers and staff to reflect upon what went well and areas for improvement, and the Director will share his/her observations, celebrations, and recommendations. Director and teacher or staff will plan together to identify future action steps.



- **Mid-Year Performance Review:** In January, Director will assess each staff person's progress against the plan and goals. Both the formal and informal observation data will inform, in part, this review. This verbal review will focus on ways the Director can best offer support to teacher and steps to take prior to the spring formal observation cycle and the end-of-year review. If necessary, the Principal will develop an improvement plan for the teacher or staff and will monitor performance. The Principal will address significant concerns in a timely manner that is productive for the overall staff morale and students.
- **Spring Formal Observation:** This will follow the same pattern as outlined in the fall formal observation except it will be conducted by the Principal in place of the Academic and Artistic Directors.
- **End-of-Year Performance Review:** At the end of the school year, the Principal will develop a written performance evaluation to be shared with the teacher or staff based on the evaluation rubric shared with staff during the pre-service professional development days. Formal and informal observation data will inform, in part, this review. Teachers will be encouraged to use this review to shape their goals for the following year, targeting any areas on their evaluation rubric in need of improvement. The Principal will use the data gathered in the formal evaluations to inform next steps for the subsequent school year in order to improve the educational program and organizational structure to support academic progress and school goals.

In addition to the twice-annual formal observations and performance reviews, VPAC will implement a plan of more frequent, informal evaluations, particularly in the case of staff new to the school and closing equity gaps. These informal evaluations will be conducted in a give-and-take manner and will consist of monthly unannounced drop-in walk-throughs by the Directors. The Directors will specifically look for the implementation of school non-negotiable practices, the staff member's growth in his/her targeted areas, as well as areas of strength and challenge for each staff member. Teachers and staff members will receive written feedback in the form of a walk-through checklist with individualized comments and reflective questions to consider. Staff will be encouraged to use this feedback as they plan subsequent lessons and to reflect, in their formal evaluation meetings, upon how they used this input to improve their practice and student achievement. Teachers will provide input on what is working and what is not, and their input will be valued.

VPAC intends to use the CDE State Model Evaluation System (Appendix 5), which includes detailed rubrics designed to assess teacher and administration effectiveness. Teachers will be rated on six Quality Standards that measure professional practice and student learning over time. Teachers will be rated on six Quality Standards that measure professional practice and student learning over time.

These Quality Standards include that all teachers:

- Demonstrate mastery of and pedagogical expertise in the content they teach
- Establish a safe, inclusive and respectful learning environment for a diverse population of students
- Plan and deliver effective instruction and create an environment that facilitates learning for their students
- Reflect on their practice
- Demonstrate leadership
- Take responsibility for student academic growth

This system will ensure compliance with SB 191⁴⁰ such that at least 50% of the evaluation is based on student academic performance. VPAC's teacher evaluation rubrics and evaluation procedures will be reevaluated regularly to ensure their authenticity, effectiveness, and adherence to future changes in educational laws and regulations. A sample of the CDE evaluation rubrics for teachers and the Principal can be found in Appendix D5:1- respectively.

Professional Development Program Goals, Design, and Improvement

Goals: The intended outcomes of of VPAC Professional Development are:



- Increase student performance in all courses by improving teacher performance;
- Increase the retention of promising teachers by providing opportunities to develop effective skills;
- Instill greater confidence in teachers as it relates to the ability to increase achievement levels for all students;
- Challenge teachers to think abstractly about their work through feedback, reflection, and opportunities to learn more about their students, to uncover misconceptions, biases they may be carrying, and to gain a better perspective of the students they will be teaching and, dispel notions that these students lack the willingness and desire to achieve at high levels.
- Teachers come to school eager to teach and to learn.
- Teachers become change agents advocating for students and loving them as they are but with a desire to push and help them make accomplishments beyond their wildest dreams.
- Utilize assessment tools to garner greater achievement levels in all subjects from all students.
- Participate in school activities that show support for the students and for the school.
- Engage parents as partners pushing a positive outcome for each student.

Professional Development Evaluation: Just as continual evaluation of students and staff is vital for success, VPAC is also committed to continuously evaluating the professional development program in order to maximize both teacher and student achievement at VPAC. Professional development evaluation will be multi-pronged, with data gathered from exit tickets following individual professional development, staff mid and end-of-year surveys eliciting feedback on the effectiveness of the current year's professional development program as well as requests/needs for the upcoming year and data from teacher observations conducted by the Executive Director, Principal and/or Directors. In addition, school leadership will look at data against the goals established above to reflect on the school's overall progress and efficacy of Professional Development. The Executive Director and Principal will use this data to adjust the professional development program and trainings planned for the following year.

Comprehensive School Evaluation Plan: To better understand and get a handle on school structure, progress and areas of concern the school will organize a Comprehensive School Evaluation Team (CSE). The concept of this kind of team was developed by the Harvard Graduate School of Education in 1998. The concept is to organize a team comprised of 2 general education teachers, 2 arts educators, 1 administrator, 3 parents, and 2 community members with expertise in education. The members of this team are assigned the task of collecting, collating, and analyzing school data to include academic and artistic achievement of the students, school climate, teacher effectiveness, fiscal responsibility, disciplinary procedures and policies, student and parent satisfaction, teacher and support staff satisfaction, and effectiveness of the APS and the Governance Board in helping the school meet its commitments to students and parents. The CSE method forces the staff and other stakeholders to dig deeper into all areas of the school with the intent of ferreting out pertinent or overlooked issues that can, left unchecked, lead to less successful outcomes for students, and a disenfranchised, dissatisfied staff, student, and parent community. The CSE team approach allows all members of the school to see exactly where problems lie based on evidence and not on opinions. This approach allows the school to decide on the best way to solve problems, and requires the school to ask meaningful questions about current practices and policies, and then to make agreed upon decisions on what is the right action to take, and when and how. When statistical analysis is needed, the school will engage a statistician.



VPAC Theatrical and Dance Coordinator

Section D6: Educational Program & Standards: Structure, Annual Calendar & Daily Schedule

Organizational Structure: VPAC's organizational structure is designed intentionally to support teachers, students and community in practicing authentic cultural performing arts education.

The organizational structure has a Board of Directors, an Executive Director, a Principal, an Academic Director and an Artistic Director. This model ensures the school meets the academic and artistic goals set forth while ensuring the mission and vision of VPAC is met. VPAC's Board of Directors manages the Executive Director, financial stability, and overall school performance. The Executive Director manages the Principal, financial and non-instructional aspects of VPAC, operations, execution of the mission and vision. The Principal manages Academic and Artistic Directors, manages data driven instruction, drives academic success and execution of the mission and vision. The Academic Director manages the academic teachers and Artistic Director manage the performing arts teachers. Both the Academic and Artistic Directors co-create the management of Monday Mastery. As the school builds out, teachers will assume more leadership roles, as peer coaches, department coordinators, and teacher leaders, and more instructional and support staff will be added to support the growing student body.

Proposed School Calendar for 2020-2021: The 2020-2021 VPAC calendar starts on August 17, 2020 and ends on May 28, 2021. VPAC offers an extended day (8:00AM-4:30PM, Wednesday: 8:00AM-2:40PM). There is a total of 174 instructional days and 1,416 instructional hours per year. This results in 14 additional days beyond the required 160 days and 336 instructional hours beyond the 1080 hours required by the Colorado Department of Education. This will allow an adequate number of contact days to make up for time lost due to snow days, emergencies and state testing. The additional instructional time totals 9,912 hours across students' seven years of study. This supports the goal of reaching 10,000 over the span of 7 years as a VPAC student. Through supplemental programming students can reach 10,000 hours of mastery during their time as a VPAC student. The extended



school year is designed to allow students and teachers the time to form relationships, create authentic and relevant performing arts education experiences, and dedicate the appropriate time to deeply engage in learning.

A longer school day allows the time for teachers and students to engage in quality performing arts training. This extra time allows support to teachers and students in meeting VPAC's rigorous expectations through regular professional development, personalized coaching, and regular formal and informal evaluations, as described. Professional development for teachers will be held weekly, with an additional PD before school starts in the summer. This schedule will result in about 240 hours of professional development per year over 40 weeks. 80 hours during the summer training. A proposed staffing plan for year one and two are provided in Appendix D6:1.

The VPAC daily schedule and calendar are intentionally designed to support students to take ownership of their educational experience. The MTSS process will ensure student's academic and non-academic skills are developing appropriately. The VPAC schedule affords adequate time for research-based strategies for English Language Learners within the context of an education program intentionally designed for entire target population. It is designed with students with special needs in mind, and adequate supports will be afforded students struggling with executive functioning and other exceptionalities. Based on an analysis of prospective VPAC students, some students will come to VPAC below grade level in math and English, as measured by CMAS and other standardized assessments. Some students will come in with little to no formal artistic training. The VPAC schedule will support these students by providing opportunities for academic and artistic intervention. VPAC collaborated with students, parents/ guardians and community members to create the Master Schedule. Below is the 6th grade Master Schedule for year one. The Master Schedule for year one and two can be found in Appendix D6:2.

Daily Schedule

Tuesday-Friday Schedule

Tuesday-Thursday Class Schedules

Total 60-6th Grade Students

YEAR 1

Period	Time	Tu-Thur	6TH GRADE GROUP A 20 STUDENTS				6TH GRADE GROUP B 20 STUDENTS				6TH GRADE GROUP C 20 STUDENTS			
			Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4
Group	8:00-8:15	All Grds	All Grades	All Grades	All Grades	All Grades	All Grades	All Grades	All Grades	All Grades	All Grades	All Grades	All Grades	All Grades
1	8:20-9:15		Math	Math	Math	Math	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies	Science	Science	Science	Science
2	9:20-10:15		Science	Science	Science	Science	Math	Math	Math	Math	Lang Arts	Lang Arts	Lang Arts	Lang Arts
3	10:20-11:15		PE/ Health	PE/ Health	Cohort Group Exp.	Cohort Group Exp.	Science	Science	Science	Science	Math	Math	Math	Math
4	11:20-11:50	6 th lunch												
5	11:55-12:45		Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies	Lang Arts	Lang arts	Lang Arts	Lang Arts	Foreign Lang	Elec.	Elec.	Elec.
6	12:50-1:45		Elec.	Foreign Lang.	Foreign Lang	Elec.	Cohort Group Exp.	Cohort Group Exp.	PE	Health	Soc. Studies	Soc. Studies	Soc. Studies	Soc. Studies



7	1:50-2:45		Lang. Arts	Lang. Arts	Lang. Arts	Lang. Arts	Foreign lang.	Elec	Elec.	Elec.	Cohort Group Exp.	Cohort Group Exp.	PE/Health	PE/Health
8	2:50-3:45		*Arts/ Special/ academic scaffolding (LL/SS)	Arts/ Special/ academic scaffolding (math/sci)	Arts/ Special/ academic scaffolding (LL/SS)	Arts/ Special/ academic scaffolding (Math/sci)	Arts/ Special/ academic scaffolding (LL/SS)	Arts/ Special/ academic scaffolding (math/sci)	Arts/ Special/ academic scaffolding (LL/SS)	Arts/ Special/ academic scaffolding (Math/sci)	Arts/ Special/ academic scaffolding (LL/SS)	Arts/ Special/ academic scaffolding (math/sci)	Arts/ Special/ academic scaffolding (LL/SS)	Arts/ Special/ academic scaffolding (Math/sci)
9	3:50-4:30		Arts Enrich.	Arts Enrich.	Arts Enrich.	Arts Enrich.	Arts Enrich.	Arts Enrich.	Arts Enrich.	Arts Enrich.	Arts Enrich.	Arts Enrich.	Arts Enrich.	Arts Enrich.

*Scaffolding sessions are held for struggling students and high achieving students depending on their needs, recommendation from teachers or parents, and the student. Scaffolding can be for one session or multiple sessions, or for one subject or multiple subjects or concepts. Scaffolding is a support to help students master a particular concept or skill, but is not to be used as a crutch holding students back from independence



VPAC Partners and Educators

Monday Schedule All Grades

Period	Time	Monday	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Qtr 1	Qtr 2	Qtr 3	Qtr 4
Group	8:00-8:30	All Grades								
1	8:35-10:00	6 - 8 th Graders	Tutorials	Tutorials	Tutorials	Tutorials	Tutorials	Tutorials	Tutorials	Tutorials
2	10:05-11:05	6 th Graders	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment
2	10:05-11:05	7 th and 8 th Graders	Independent Studies	Independent Studies	Independent Studies	Independent Studies	Independent Studies	Independent Studies	Independent Studies	Independent Studies
3	11:10-12:00	Lunch								
4	12:05-1:05	6 th Graders	Independent Studies	Independent Studies	Independent Studies	Independent Studies	Independent Studies	Independent Studies	Independent Studies	Independent Studies
3	12:05-1:05	7 th Graders	Group Experience	Group Experience	Group Experience	Group Experience	Group Experience	Group Experience	Group Experience	Group Experience
3	12:05-1:05	8 th Graders	Arts enrichment	Arts enrichment	Arts enrichment	Arts enrichment	Arts enrichment	Arts enrichment	Arts enrichment	Arts enrichment
4	1:10-2:10	8 th Graders	Group Experience	Group Experience	Group Experience	Group Experience	Group Experience	Group Experience	Group Experience	Group Experience
4	1:10-1:10	6 th - 7 th Graders	Arts enrichment	Arts enrichment	Arts enrichment	Arts enrichment	Arts enrichment	Arts enrichment	Arts enrichment	Arts enrichment
5	1:15-2:15	All grades	Group Experience	Group Experience	Group Experience	Group Experience	Group Experience	Group Experience	Group Experience	Group Experience



6	2:20-3:45	all grades	special arts performance	special arts performance	special arts performance	special arts performance		special arts performance	special arts performance	special arts performance	special arts performance

The following dates are the no school days proposed for the 2020-2021 calendar for VPAC.

September 7- Labor Day

October- 19th-23rd-Fall Equinox

November 26-27 Indigenous People's Day

December 21- January 1st Winter Solstice

January 18- MLK

February 15th- President's Day

March 22nd-26th - Spring Equinox

May 24- Memorial Day

The following dates are the no pupil contact school days proposed for the 2020-2021 calendar for VPAC. These days will be utilized as Teacher Work-Days and Professional development.

September 18- Teacher Planning Day/ Quarter 1 Parent-Teacher Conferences

November 20th- Teacher Planning Day/Quarter 2 Parent-Teacher Conferences

February 5th- Teacher Planning Day/Quarter 3 Parent-Teacher Conferences

April 16th- Teacher Planning Day/Quarter 4 Parent-Teacher Conferences

Section E1: Serving Exceptional and Educationally Disadvantaged Students: Program Administration

Vision Performing Arts College Prep (VPAC) strives to enlighten communities by integrating high levels of artistic and academic skills and knowledge. VPAC uses performing arts-integrated, inquiry-based learning to promote high levels of artistic and academic achievement for all students, including students with a wide variety of needs.

VPAC's approach to serving gifted students, students with special needs, language and "at-risk" learners emphasizes inclusion, collaboration, and rigor. The school's instructional model is designed to benefit all students, and to support students with a variety of learning needs in the context of a diverse and collaborative educational community.

Both components of VPAC's instructional model - arts-integration and inquiry-based learning - are shown to be beneficial for *all* students *and* to have specific benefits for gifted students, students with Individualized Education Plans (IEP), and English Language Learners (ELL). Arts integration creates a collaborative learning environment where all students can access, engage, deepen and demonstrate learning at high levels regardless of their backgrounds, prior educational experiences, or learning needs. Specifically, arts integration provides an evidence-based pedagogical framework that has been shown to support the diverse needs of gifted students, students with special needs, and language learners. Inquiry learning promotes high levels of cognitive, social, and emotional engagement in learning, creating a rigorous learning environment for all students. Inquiry-based learning can be particularly beneficial for students with diverse needs for two primary reasons. First, inquiry learning emphasizes collaborative work and dialogue in strategically mixed groups. This instructional strategy can have reciprocal benefits for advanced students, students with special needs, and language learners (Zweiers and Crawford, 2011; Lloyd, 1999). Second, inquiry learning integrates scaffolds, ensuring that each individual learner can be engaged at the appropriate level of cognitive load within their zone of proximal development regardless of their learning needs. In short, inquiry-based learning blends the benefits of collaborative work with high degrees of personalization to address the unique needs of each and every learner, including those with special needs, in an inclusive context.



At VPAC, arts integrated-inquiry-based learning allows students with diverse identities and varying needs to grow and thrive together rather than being tracked or sorted according to their perceived abilities. These evidence-based approaches reflect VPAC's belief in the importance of holding high expectations for all students, promoting inclusion through learning, and increasing educational equity by cultivating learning environments and learning experiences in which all students are able to thrive.

VPAC Student Bones Rap



Staffing: VPAC will meet or exceed the minimum requirements for staffing to ensure high quality services for all exceptional students, including hiring staff who are certified and qualified in special education, ELD, and Gifted and Talented (GT) Services. Additionally, VPAC will provide professional development for all staff to integrate MTSS and ELD practices into core academic and arts classes. VPAC will partner with APS to provide this staffing and to ensure high quality professional development and coaching for school administration and teachers. This partnership between VPAC and APS reflects the school's and district's shared commitment to serving all students.

The table below (Chart E.1.) shows key staff who will oversee and implement programming for exceptional students in years one and two. The following section provides narrative description of the rationale for this staffing model.

Year One: The focus areas for year one are: Implementing VPAC culture and high quality systems of assessment and data-driven practice to identify and monitor exceptional students; providing training for all teachers to integrate MTSS and ELD strategies into core arts-integrated, inquiry-based instruction; implementing services for exceptional students, including high quality ELD special education services; and implementing continuous improvement systems to ensure that assessment/data practices, core instruction, and supplemental services are implemented with fidelity and continuously improved. To execute these strategies, the school will employ:

- The Executive Director and Principal, who are responsible for overseeing all program and systems implementation, providing feedback and coaching for school administration, and managing continuous improvement processes to ensure effective implementation and rollout of year one systems;
- The Interventionist, who is responsible for supporting academic teachers to integrate MTSS and ELD practices into core academic instruction, and for managing the processes for identifying and supporting students who are academically gifted. This role will mature into the Academic Director year two;
- The Theater Lead teacher, who is responsible for supporting art teachers to integrate MTSS and ELD practices into core artistic instruction, and for managing the processes for identifying and supporting students who are artistically gifted. This role will mature into the Artistic Director in year two;



- The certified Special Education Teacher, who is responsible for managing all assessment and data systems to identify and support students with IEP/504s, ensuring compliance, and completing all reporting requirements; managing special education staff; and managing a student caseload. This role will mature into the Special Education Coordinator in year 2;
- A certified ELL Teacher, who is responsible for implementing/teaching ELD curriculum, managing compliance, and providing coaching/push-in supports for teachers. This role will mature into the ELL Coordinator; and
- A part time social worker to provide support services to students who may be experiencing trauma or other social/emotional needs and working with school leadership to ensure a positive culture of behavioral supports.

Year Two: Building on year one, the focus areas for year two are: improving upon year one implementation using continuous improvement methods, and deepening the integration of MTSS, ELD, and GT supports into core academic and artistic instruction. To accomplish this, VPAC will mature or employ:

- The Academic Director, who is responsible for supporting academic teachers to integrate MTSS and ELD practices into core academic instruction, and for managing the processes for identifying and supporting students who are academically gifted.
- The Artistic Director, who is responsible for supporting art teachers to integrate MTSS and ELD practices into core artistic instruction, and for managing the processes for identifying and supporting students who are artistically gifted.
- The certified Special Education Coordinator, who is responsible for managing all assessment and data systems to identify and support students with IEP/504s, ensuring compliance, and completing all reporting requirements; managing special education staff; and managing a student caseload. This role will mature into the Special Education Coordinator in year 2; and
- A certified ELL Coordinator, who is responsible for implementing/teaching ELD curriculum, managing compliance, and providing coaching/push-in supports for teachers. This role will mature into the ELL Coordinator

Position	FTE	Starting Year	Responsibilities
Executive Director	1.0	Year 1	Manage Principal, PD for leadership team, financial stability, operations
Principal	1.0	Year 1	Manage staff and monitor data for effectiveness of the academic program, including special education, G/T programming, ELA, and PD for all teachers
Academic Director	1.0	Year 2	Manage MTSS process in collaboration with Principal, manage academic teachers, manage academic data to collaborate with Artistic Director
Artistic Director	1.0	Year 2	Manage culture throughout the building, manage artistic teachers, manage artistic data to collaborate with Academic Director
Special Education Coordinator (certified)	1.0	Year 2	Report directly to Principal; manage special education staff; monitor compliance, including IEP/ 504 reporting requirements. During Year 1 SPED Director will also have a caseload.
Interventionist	1.0	Year 1	Design and implement gifted/ talented programming, including assessment, co-planning/co-teaching, and interventions; special education staff will grow proportionally as the school builds out to ensure ratios meet APS requirements
ELA Coordinator (ELA certified)	1.0	Year 2	Manage ELA program and staff; manage compliance, including collaboration with APS staff; manage PD and teacher coaching. During Year 1, ELA Director will also teach ELD courses.



Social Worker/ Psychologist (Provided by APS)	.5	Year 1	Collaborate with Executive Director for Operations and Culture to ensure positive behavior supports are effective and implemented with fidelity
Special Education Teacher (certified) (Provided by APS)	1.0	Year 1	Design and implement special education programming, including assessment, IEP/ 504 development, co-planning/co-teaching, and intervention; special education staff will grow proportionally as the school builds out to ensure ratios do not exceed 1 teacher to 15 students
ELD teachers (ELA certified)	1.0	Year 1	Support assessment, identification, differentiation, and instruction for all English Language Learners. ELD staff will grow proportionally as the school builds out and be designed to allow for differentiated ELD groups

Chart E.1.

Budget: VPAC's budget aligns with this staffing plan. VPAC's budget is conservative (underestimates anticipated revenue) to ensure that the school will be able to hire the leadership and staff needed to provide high quality services. The partnership with APS is key to this staffing model.

Oversight: VPAC leadership (Executive Director and Principal) will be ultimately responsible for managing all staff, with input from the Board of Directors. Staff provided by APS will be under contract with VPAC. While APS will remain ultimately responsible for their employment (including hiring and firing), the contracts will stipulate that VPAC will: have a role in selecting staff, include staff in all key meetings, professional development, and school events; and integrate staff into VPAC culture and community. If performance challenges occur, the VPAC Executive Director will manage these concerns with the employee and APS leadership collaboratively, per the stipulations of the contract.

Section E2: Serving Exceptional and Educationally Disadvantaged Students: Students with Individualized Education Plans (IEPs)

Introduction: Through a collaborative relationship with Aurora Public Schools, VPAC will develop Individualized Education Plans (IEP), handle administrative and transfer proceedings, ensure the implementation of IEP services in the Least Restrictive Environment, and ensure a Free and Appropriate Public Education to all students through the provision of all necessary services and resources. VPAC will comply with the Individuals with Disabilities Education Act (IDEA) regulations, Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act. Further, VPAC's certified special education staff will work closely with APS special education staff to ensure all required reporting is completed in a timely and efficient manner.

VPAC will adhere to the due process rights and informed consent of students with disabilities and their parents that IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA) guarantee. Confidentiality of student information and access to student files will meet the standards of FERPA.⁸⁴ VPAC is committed to ensuring that students with disabilities or suspected disabilities, along with students with learning differences, English Language Learners (ELL), Gifted and Talented students (GT), twice-exceptional students, and underserved students are identified, evaluated, and provided appropriate educational services or accommodations within the definitions of IDEA and ADA, Act, or Section 504 of the Rehabilitation Act.

VPAC will use data-driven, team-led processes to identify and support students who may have learning disabilities or differences. Multi-Tiered Systems of Support (MTSS), which are described in section E3, will be used to differentiate services schoolwide for students; MTSS processes will play an important role in creating the systems and structures whereby teachers and staff review student data and progress to identify students who may qualify for an Individualized Education Plan (IEP) or 504 plan, needing more intensive services. Rigorous, multi-factored, and non-discriminatory identification processes will be used to determine eligibility for an IEP or 504



accommodations. Data-driven, team-led processes will be used, with the goal of providing appropriate supports and preventing students from needing more intense special education services in the future. Students that do have a significant skill deficit relative to peers and meeting the Colorado State Eligibility Criteria will be provided special education services under Individual Education/Transition Plans (IEPs/ITPs).

Eligibility Committee/Pre-Placement Evaluation: The Eligibility Committee will review records assessment data, referrals, and reports for recommendations to meet the students' educational and behavioral needs. If an evaluation for special education is recommended the committee will align with the diagnostic assessments used. Evaluations are conducted by qualified district professionals in Aurora Public Schools.

Special Education Evaluation: The Eligibility Committee will also obtain informed written parental consent for the evaluation, ensure completion of evaluations, and report the results to the members of the Eligibility Committee to determine eligibility. IDEA requires that students referred for special education services receive a non-discriminatory multi-factored evaluation. This committee will complete all assessments within 60 days. Upon completion of all assessments, the Eligibility Committee will notify the parent/guardian of an IEP meeting, confirm the date and time, and convene within 30 days of the assessments to discuss the results of these assessments.



Mama Auset and Student

Population Served: Based on the percentage of students with special needs at other Aurora schools, VPAC anticipates that 11% of our students will have special needs, or approximately 20 students in Year 1.

	Year 1 (6-8)	Year 2 (6-9)	Year 3 (6-10)	Year 4 (6-11)
Total VPAC Enrollment	180	240	300	360
Special Education Enrollment (11%)	20	27	33	40

Chart E.2.

VPAC's instructional approaches, staffing model, and resource allocation are designed to ensure that the school can support all students with special education needs in the least restrictive environment from the day the school opens and as the school continues to grow.

Referral and Consent for Special Education Services: Many students will come to VPAC through APS elementary, middle, and high schools. As such, many students will enter VPAC with existing IEPs. In these instances, the VPAC Special Education Coordinator, Academic Director, and other staff as necessary will work with the student and student's family to review the IEP, develop shared plans for student support and family communications at VPAC, and make any necessary revisions or adjustments to the IEP. The Coordinator will engage APS staff in these processes as needed and appropriate.

Parents and guardians have the right to request evaluation if they feel their student needs special education services. VPAC will empower parents by ensuring they are provided with the Parent and Child rights in Special Education Procedural Safeguards Notice and the informed consent form under the Colorado Department of Education. Teachers, administrative staff, and a student themselves may also request evaluation for special need



services. Referral for evaluation will be submitted to the Eligibility Committee made up of the Principal, school or district psychologist or diagnostician, Special Education Coordinator, Special Education teacher, regular education teacher, related service providers and the referring party. A medical doctor may need to be included depending on the need of the student.

VPAC will use a robust Multi-Tiered System of Supports (MTSS) structure to identify students who may need additional services. MTSS includes a robust Response to Intervention (RTI) component, which is an ongoing data collection and problem-solving process with the goal of aligning interventions to student need and identifying students for special education. MTSS will help VPAC staff support students with learning differences and will also help staff identify students who need even more support and may qualify for special education services.

IEP Team: The Special Education Coordinator, often with oversight and support from the Academic Director, will be responsible for assembling a multi-disciplinary IEP team. The IEP team is responsible for managing the assessment process, developing an IEP plan, and overseeing/monitoring services and progress. The IEP team may include but is not limited to the following:

1. Parents or guardians of the child
2. At least 1 Special Education teacher
3. At least 1 regular Education teacher
4. Individuals that have additional expertise interpreting the evaluation results and potential disability needs of the child as appropriate, such as; school psychologist, school social worker, occupational therapist, physical therapist, speech-language pathologist, and other related services professionals contracted through APS.
5. The student with special needs (when appropriate)

Process and Timeline: The process and timeline for assessing special education eligibility and determining special education services will be as follows:

1. Initial referral for Special Education and procedural safeguards given to parents.
2. Consent for eligibility assessment given by parents.
3. School personnel will have 60 calendar days to administer formal assessments to assist in determining if students meet eligibility requirements for special education. All assessments and reports must be completed within the 60-day window.
4. School personnel will have another 30 days to set up an Individual Education Plan (IEP) meeting. Parents will receive a Notice of IEP Meeting to confirm date/time to meet and review/discuss information obtained.
5. IEP meeting convenes within 30 calendar days of completion of assessments. If student qualifies for Special Education services, parents must sign a consent form to begin services.
6. Special Education services begin. Another IEP meeting will reconvene in a year from the date of the first meeting to review services. Evaluation for continued IEP eligibility will occur on a triennial basis.

Special Education Assessment / Identification: During the initial IEP team meeting, members will examine all data collected to determine eligibility and identification for special education services based on federal and Colorado House Bill 11-1277 criteria for eligibility. In compliance with IDEA requirements the IEP team will consider non-discriminatory and multi-factored evidence in a robust process.

Developing Special Education Plans: Once the IEP team determines that the student qualifies for services, they will develop an IEP plan for the student. The IEP will include a current level of performance, annual goals with short term objectives, a statement of interagency responsibilities, classroom accommodations and curriculum modifications, a statement of participation in state and district wide assessments and the testing accommodations



that may be provided for those assessments, as well as a list of special education related services that will be provided to the student, regardless of the severity of disability. Classroom accommodations and curriculum modifications will be determined based upon individual student needs. Related services such as occupational and physical therapy, orientation and mobility, speech therapy, etc. may be provided by a third party to accomplish functional and/or academic student goals.

VPAC will remain in accordance with the “Continuum of Alternative Placements.” Each student’s IEP team will consider all possible placements from least restrictive to most restrictive and will determine the most appropriate placement for each student. Individualized supplementary aids, modifications, and interventions will be provided to ensure the most successful learning environment possible for the student. The continuum order from least restrictive to most restrictive is as follows:

1. Special education services/interventions within the regular classroom
2. Pull-out time in a resource classroom
3. A self-contained special education class within the home school
4. A self-contained special education class in a specialized school
5. Home educational instruction
6. Educational instruction within an institution

If students are determined to have a more restrictive placement, VPAC will continue to offer the student opportunities to engage with and learn alongside with the VPAC student body. Inclusion of every student is a part of the VPAC culture. Opportunities for inclusion may include lunch, field trips, supplemental activities, elective classes, and artistic programming.

The IEP must contain a statement about how the child’s disability affects the child’s involvement and progress in the general education curriculum. Specialized instruction is then designed to address concepts and discrete skill areas that most impact the student’s ability to access the general curriculum and achieve the grade-level or alternate standard, if they meet the cognitive delay qualifications. Other unique needs of the student that may require accommodations may include, but is not limited to:

- Communication (e.g., listening, speaking, reading, writing including assisted augmentative alternative, alternate pencil; sign language)
- Functional skills (e.g., personal care, accessing the environment, activities of daily living)
- Behavioral needs (e.g., social skills, collaboration, transitioning, self-advocacy)
- Executive function (e.g., focus, persistence, effort, working memory and self-regulation skills)
- Community access (e.g., orientation and mobility skills, navigating the environment)
- Technology literacy (e.g., ability to self-initiate assistive devices)

In accordance with IDEA, students with special needs will have the IEP team determine services with a focus on a student’s course of study. The student’s IEP will document these services and will identify the school’s personnel responsible for guidance and will coordinate experiences and opportunities that will prepare students for post-school activities.

The IEP Team may conclude, based upon a body of evidence and evaluation data, that the student meets participation requirements as a student with a significant cognitive disability. The student’s progress then would be measured against alternate academic achievement standards. Measurable annual goals and objectives would then be based upon the Extended Evidence Outcomes (EEOs), which are linked to the grade-level standards, but are less in complexity, depth of content, and rigor. Grade-level content is modified according to the needs of the student. A student receiving instruction on alternate standards is required to have measurable annual goals and benchmarks/short term objectives (IDEA §300.320(2)(B)(ii)).



Students with 504 Plans: VPAC will comply with Section 504 of the Rehabilitation Act 1973, which requires school districts to ensure that their programs and activities (including non-academic and extracurricular programs and activities) are accessible to all individuals regardless of disabilities under the guidelines of FAPA and the APS 504 Guide for Students with Disabilities. Section 504 applies to all students with disabilities. The same child may or may not qualify for services under IDEA. This section addresses the process of identifying, evaluating, and serving the "Section 504-Only Student." Students may qualify for a 504 plan if he/she (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a "record of" such an impairment; or (3) is "regarded as" having such an impairment. A substantial limitation means that the student is unable to perform a major life activity that the average person in the general population can perform or is substantially limited in the condition, manner, or duration under which the student can perform the major life activity at issue.

In year one of VPAC operations, APS will be contracted to provide access to their district- level Section 504 coordinator who will be available to assist in the Section 504 process, which will be administered by the VPAC Academic Director. The individualized 504 Plans will be implemented and monitored by the Academic Director in collaborate with the classroom teacher, the IEP team, parents, and the students, thus making up the 504 team along with the contracted district-level Section 504 coordinator. VPAC will conduct informal assessments of student's progress towards goals, proficiency levels in comparison to state standards, and any unaddressed needs, will be conducted quarterly with a comprehensive review of the 504 plan to be administered annually. Students with a 504 plan will undergo triennial formal comprehensive testing to determine ongoing eligibility for the program, the same as IEP plans. A parent may request a review of their student's 504 Plan, at any time. The 504 team members will have 30 days to complete such a requested review. All 504 team members will have annual professional development specific to students with disabilities.

VPAC will ensure its school facility is designed and constructed to be accessible and usable by individuals with disabilities. VPAC acknowledges that compliance with ADA guidelines is required for any new (or remodeled) school facility and will work closely with Highmark to make appropriate design decisions that comply with the American with Disabilities Act. VPAC classrooms and buildings will be fully equipped to address the needs of students with physical disabilities, such as, but not limited to, visual impairment, auditory impairment, and/or mobility problems. Regarding IDEA 613(e)(1)(B).

Staffing: VPAC's staffing model is designed to ensure high-quality services for special education students. The staffing model will be implemented in partnership with APS. In year one VPAC will contract with APS staff for key roles; VPAC will hire full time staff in years two and three.

1. VPAC will employ certified **Special Education Coordinator**. The Coordinator will play several important roles:
 - a. Work with students, families, staff, and the district to identify students who need IEPs;
 - b. Lead family engagement and ensure transparency in data sharing, record keeping, and reporting;
 - c. Conduct initial screenings and meetings with parents and teachers, prepare documents for staffing, conduct staffing conferences with staff and parents, take and keep accurate notes, and submit appropriate reports and records to the appropriate agency or agencies in a timely manner;
 - d. Plan, coordinate, manage and implement services to students based on their prescribed IEP;
 - e. Review and modify existing IEPs on an annual basis;
 - f. Work with school leadership (Principal, Academic Director, Artistic Director, and Executive Director) to plan, review, and continually modify arts-integrated and inquiry-based learning strategies to meet the needs of students with IEPs. Support the selection of instructional materials and support all aspects of instructional design;
 - g. Manage special education data to ensure ongoing progress monitoring, continuous improvement, and accountability. Work with Parks Scholars Network, Comprehensive School Evaluation Team, and the Special Education Parent Advisory Committee to ensure data transparency and to engage multiple voices are active in the work of providing quality special education services;



- h. Facilitate and/or coordinate regular professional development for all staff on the application of arts-integrated inquiry-based learning for students with IEPs. Provide individualized coaching to teachers as needed;
 - i. Work with leadership to coordinate and support paraprofessional, psychiatric, and therapeutic staff. Conduct regular meetings to ensure that these staff are sufficiently prepared and strategically deployed to support individual student needs;
 - j. Liaise with APS district staff to ensure quality and alignment of all special education policies, supports, and strategies.
2. Wherever possible, VPAC will hire and employ **special education teachers** and/or teachers who are dual certified in their subject area and in special education. VPAC will support teachers who are not dual-certified to obtain their special education certification through continuing education. At a minimum, VPAC will seek to hire teachers who have had prior experience teaching special education students and an interest in pursuing further professional development to improve their skill in this area.
3. VPAC will employ **paraprofessionals** starting in year two who will be able to provide supplemental academic, social, emotional, and behavioral supports to students with special needs. Paraprofessionals will play key roles in ensuring that students with special needs can be included in the “mainstream” classroom while having their personal needs met. Paraprofessional roles may include 1:1 academic support, small group supports, and/or social, emotional, and behavioral monitoring.
4. VPAC will engage the ancillary services of a **psychologist, social worker, speech and language instructor, nurse, and occupational and physical therapist**. These roles can provide in-class supports as needed to help individual teachers, and/or can provide supplemental services outside of the classroom to ensure students have adequate and appropriate supports based on their IEPs.

VPAC Special Education Approaches: Research and Philosophy

There is growing evidence that the arts ...support conventional literacy skills across different learning abilities. Whether it's an English language learner, a child with a learning disability, or a child who has been in an under-resourced environment, children with many different learning profiles can benefit from the arts, and all students should have access to the arts as a means to authentic literacy learning. (Anderson, 2017)

Inquiry-based instruction is beneficial for all students as it increases student engagement, provides a deeper understanding of content knowledge, improves critical thinking skills, and increases collaboration skills. For special education students, inquiry has been proven beneficial as it allows them to use alternative learning styles while reducing the emphasis of memorizing facts (Swanson)

VPAC's special education philosophy begins with a commitment to inclusion, and to keeping students with IEPs in least restrictive environments to participate alongside their peers. Research shows that students who are excluded from comprehensive (“mainstream”) classes to receive “pull-out” supports are ridiculed and stigmatized as being inferior, different and unable to learn (Will, 1986; Hilliard, 1987; Jones 1997). These experiences can do long-term harm to a student's sense of personal and academic efficacy, self-esteem, and educational engagement and persistence. Studies also show that when students are pulled out of their regular classes they miss the richness of class discussions, explanations of assignments and lessons, and practice that enhances their academic competency and artistic craft. Many students who are pulled from their regular classes suffer from fragmented gaps and holes in their knowledge which makes learning, as they move to the higher grades, even more difficult. In sum, pull-out programs impact a student's ability to learn and to close academic achievement gaps, especially in middle and high school years (Donaldson, Coladarci and Davis, 1992). VPAC is committed to keeping special education students in regular education classrooms because the research supports this practice, and because it is in line with the school's commitment to inclusion. Pull-out programs place disproportionate emphasis on closing academic skills gaps at significant cost to students' personal efficacy, emotional and psychological health, social and artistic skills, and overall well-being.



To ensure that the school can include special education students while also meeting their needs, VPAC uses a pedagogical framework that is shown to have positive effects for students with special needs.

Pedagogical Framework: Research shows that arts integration facilitates learning for students with special needs, including language and sensory processing disorders and students who are at-risk due to low socioeconomic status. Specifically, contributions from leading researchers in the seminal book “Arts Integration and Special Education: An Inclusive Theory of Action for Student Engagement (2014)” provides a theoretical and pedagogical framework for using arts-integration to support students with special needs. These frameworks draw from behavioral and cognitive and development, speech pathology, and special education literature. Specifically, they show that arts integration can benefit students with special needs in many ways, including the following:

- Arts (music, dance, and others) promote language development and increase phonemic awareness;
- Arts (visual art) promotes cognitive development associated with mathematical reasoning (Dougherty et.al, 2008); and
- Arts increase cognitive and affective engagement.

Much of the research on inquiry-based learning and special education focuses on findings in science classrooms, as inquiry-based learning methods are frequently used in science context. For example, a 2014 study titled “Inquiry-Based Science Education and Special Needs – Teachers’ Reflections on an Inclusive Setting” reviews multiple empirical studies and concludes that inquiry-based approaches are effective for increasing successful academic inclusion, increasing academic achievement, and improving learning retention for students with special needs. Studies attribute these gains to several factors, including scaffolding, more diverse opportunity for information access and engagement, and opportunities for collaborative work. The findings of this research are compelling and there is strong reason to believe that they can be transferred to other disciplines. VPAC builds on these findings and extends the benefits of inquiry-based learning into other disciplines. Specifically, VPAC uses inquiry-based learning to:

- Increase collaboration and peer to peer learning in strategic groupings;
 - heterogeneous/mixed groupings to provide special education students opportunities for language and cognitive development, and provide regular students opportunities to deepen learning through mentoring, coaching, and teaching peers; and
 - homogeneous groupings for targeted skill development and support;
- Scaffold learning to keep students with IEPs engaged at the appropriate level of cognitive load (Lee & So, 2015) within their zone of proximal development;
- Integrate 1:1 supports from special education teachers, paraprofessionals, and other specialists into regular classroom instruction within the personalized structure of inquiry-based projects; and
- Provide opportunities for all students to experience learning that is cognitively and affectively engaging, regardless of their learning needs.

Reducing Bias in Identification: At VPAC, special education is a selectively applied strategy for equity. It is not a stigma, not a label, and not an excuse to hold lower expectations for a student’s academic or artistic potential. VPAC is committed to two outcomes: to not perpetuate the disproportionate and inaccurate identification of African American and Latino students as being special education, and to advocate for all students to receive the personalized supports and resources that they need to be successful. Concretely, this means that VPAC will use diligent and culturally competent processes to identify students for special education and will be relentless in its efforts to ensure that special education services improve (rather than worsen) a student’s educational experience and outcomes.



The relationship between race, poverty, and special education has been well researched, but leads to a complicated conversation. Studies show that students who are labeled “special education” are disproportionately African American and Latinx; these students are 1.4 times as likely to be labeled special education as their white peers. Many factors contribute to this, including teachers’ racially biased perceptions of intelligence, behavior, and academic expectations (Fish, 2017). Whatever the reason, being labeled special education can contribute to negative education and life outcomes for students when it results in stigmatization and denied access to a high-quality education. For example, in 2015 only three percent of African American and Latino 12th graders labeled special education were proficient in reading, and less than one percent were proficient in math. Being labeled special education can also amount to a first step on the school to prison pipeline. As many as 70% of young people in the criminal justice system have some sort of disability, and students with emotional disabilities are three times as likely to be arrested before leaving high school as the general population (Mader & Butrymowicz, 2014). And, “when the special education system fails youth and they end up in jail, many stay there for years or decades.” (Mader & Butrymowicz, 2014)

Research is clear: too many children of color are identified as special education because of implicit racism in our education system, and the cumulative effects of this include persistent opportunity and achievement gaps, incarceration, and generational poverty. Research is also clear, however, that students who enter the education system with disadvantages derived from institutional racism - lower levels of access to health care, various forms of primary or secondary trauma, or others - often require higher levels of investment from the education system, including more time with high quality educators, more personalized learning supports and greater access to health and counseling care. VPAC recognizes that special education *can* be a vehicle for these supplemental resources and supports. When fairly and objectively applied, implemented with fidelity, and consistently linked to higher levels of quality social, emotional, and learning opportunities, special education *can* be a way to give children the resources they need to thrive. VPAC believes that students should be identified as needing special education supports after thorough and culturally competent assessment of their learning, emotional, and physical needs. VPAC believes that if or when a student is identified as needing special education services it should lead to better educational outcomes, not stigmatization. Special education at VPAC will not be a label, stigma, or demerit; it will be an opportunity for a student to receive the personalized supports, resources, and services they need to thrive alongside their peers. VPAC will be diligent about avoiding disproportionate identification, ensuring accurate identification, and maintaining fidelity to high-quality and appropriate services identified by IEPs.

Governance: VPAC will establish a special education parent advisory committee (SPED-PAC) to provide input into the effectiveness of the special education program, and to ensure that all students who qualify for services receive them. VPAC will hold to strict confidentiality requirements for not only special education students, but for all students. The SPED-PAC will work in conjunction with the school’s Comprehensive School Evaluation Team (CSE) and will assist in its’ efforts to collect, analyze, synthesize data on all aspects of the special education program and make recommendations and suggestions regarding ways to support, improve or enhance special education services, and also ways in which special education students can be better or more effectively represented throughout the school. The SPED-PAC will also partner with VPAC’s partner, Parks Scholars Network, which will provide quarterly equity audits. Equity audits will serve as a mechanism for external evaluation and continuous improvement to help VPAC honor its commitment to serving all students and advancing equity. The SPED-PAC will review Parks Scholars Network’s equity audit data related to identification, quality of services, social-emotional well-being and academic progress to ensure that special education services are high quality, compliant with all district, state and federal law, and aligned to VPAC’s mission and vision.

The Special Education Advisory Committee is necessary to ensure that the school adheres to policies that meet the learning needs of all special education students attending the school or wanting to attend the school and to make sure the school is in compliance with IDEA (Individuals with Disabilities Education Act) and ADA (Americans with Disabilities Act) requirements and with the state of Colorado special education laws.



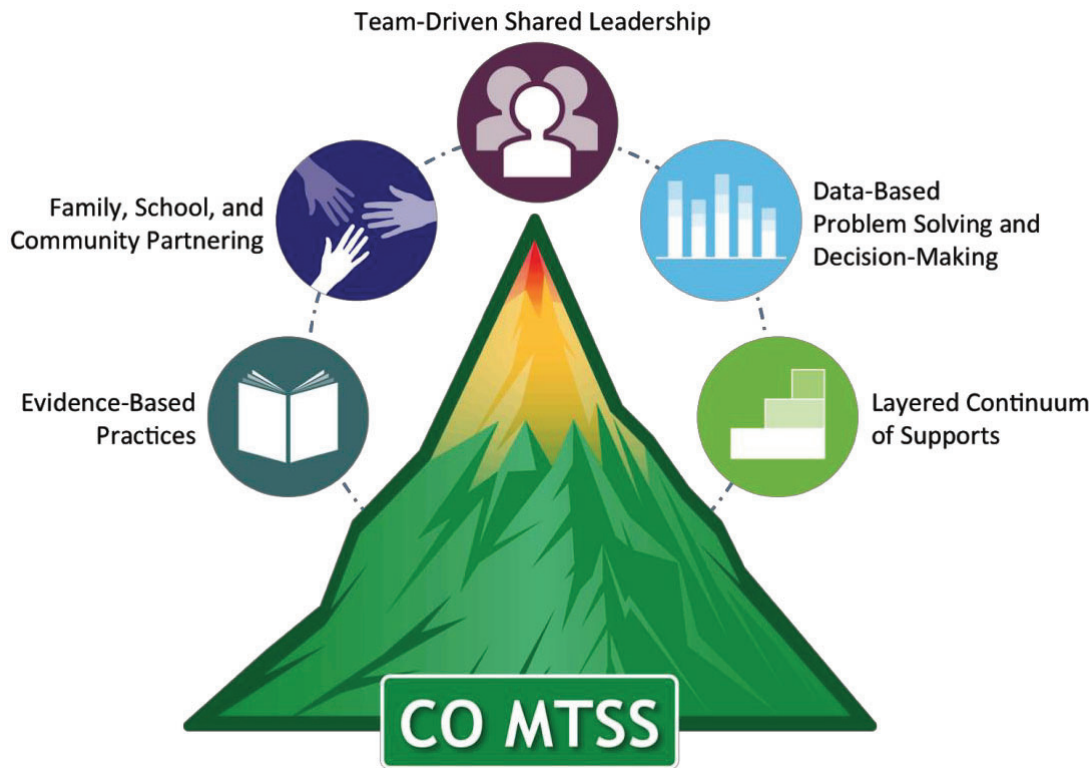
Section E3: Serving Exceptional and Educationally Disadvantaged Students: Multi-Tiered Systems of Support (MTSS)

Introduction: VPAC is committed to serving all students. VPAC anticipates that many students will enter VPAC with any of the following: historical learning gaps that put them behind grade level, leaning differences that have not been previously addressed, experiences of trauma that influence behavior and learning, and any number of other factors. VPAC's commitment to inclusion means dedication to ensuring that all students, whatever their past experiences in school or present challenges, have the opportunity to (1) experience rigorous, engaging, and culturally relevant academic and artistic learning, and (2) receive the targeted supports they need to thrive. VPAC operationalizes these commitments through the use of Multi-Tiered Systems of Support (MTSS).

Multi-Tiered Systems of Support: VPAC will utilize Multi-Tiered Systems of Support (MTSS) to strategically differentiate services to students based on need. MTSS is school-wide intervention model that is shown to improve educational outcomes for all students, including students who are at risk, who have learning differences, or who have other experiences or attributes that put them at risk for learning. According to the Colorado Department of Education (CDE), MTSS is: "a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level." VPAC will



align to CDE's five core components of MTSS.



- **Evidence-Based Practices:** VPAC's academic model is designed to provide the best instruction in response to the desires, motivations, and needs of students through arts-integrated, inquiry-based learning. As shown in earlier sections of this application, VPAC's arts-integrated and inquiry-based pedagogies were selected because they are grounded in evidence of best practice for serving all students, especially students of color, and including students with a variety of special needs. In addition, VPAC will use MTSS to provide evidence-based interventions and supports for students whose needs (social emotional needs, learning differences, twice-exceptional status, or others) make universal approaches alone inadequate. While students identified as needing additional supports through MTSS processes will continue to participate in core academic and artistic instruction, they will also benefit from additional evidence-based supports and interventions. These are described more fully later in this section. For now, evidence-based practices may include supplemental small group direct instruction, cognitive-behavioral modification, targeted reading comprehension instruction, and others. VPAC will employ staff (Special Education Director, ELD Director, GT Specialist, and others) who are certified to identify evidence-based practices in multiple tiers.
- **Family, School, and Community Partnerships:** VPAC has established authentic partnerships with students, families, and communities. Creating a culture of family within the school while celebrating the family's norms of families ensures trust is built. Families play an active role in shaping the school through the committees, councils and community meetings. These partnerships will serve the MTSS model. Parents



and families will receive regular communication about their child's education, including special services and supports, and will be engaged as partners in determining the best supports for their students. Partnerships with educational agencies (e.g. Park Scholars) will help VPAC engage in continuous improvement efforts around special services and other aspects of equity.

- **Team-Driven Shared Leadership:** Best practice shows that team-based approaches are key to success in MTSS: multiple perspectives are needed to provide the data required to determine and monitor MTSS supports, and team-based approaches ensure continuity if/when roles change. At VPAC the MTSS process will be led by the principal, who will manage the MTSS team and systems and ensure that MTSS processes/meetings are regular and productive. The VPAC MTSS team will include:
 - Academic Director
 - Special Education Director
 - ELD Director
 - GT specialist
 - Regular and special education teachers

The team may occasionally include students, parents/ guardians, and community partners in meetings as appropriate depending on context and confidentiality. The committee will focus both on establishing the structures needed for successful implementation of MTSS (e.g. data practices, services and interventions within each tier, staff training and development, and continuous improvement practices) as well as implementation of MTSS (actually reviewing data, identifying students, and implementing services and interventions).

To ensure that the VPAC team is effective in implementing MTSS, leadership and staff will use the following assessments to evaluate team performance and identify areas of need for improvement. VPAC will use both district and school assessments because, as a charter, it is important that VPAC has strong systems (which are often established by a district) as well as strong capacity for implementation. Both assessments are provided by CDE.

- [MTSS leadership team self assessment](#) (Appendix E3:1)
- [Building leadership team self assessment](#) (Appendix E3:2)
- **Data-Based Problem Solving and Decision-Making:** The MTSS team will base its decisions about determining tiered supports and assigning/moving students to levels based on a diverse and robust set of data that captures the whole student.
 - Prior to opening the school, the MTSS committee will meet to identify specific academic, behavioral, and social-emotional criteria for Tier II and III supports. The team will regularly review these criteria throughout implementation. The committee will also develop a formal framework for academic, social-emotional, and behavioral supports within each tier. This, too, will be reviewed on an ongoing basis using continuous improvement approaches. For example, over-referrals to Tier II or III may suggest shortcomings in universal/Tier I approaches or may suggest that supports within a given tier are not appropriate, not being implemented with fidelity, or not being adequately customized for each student. Root cause protocols will be used to guide continuous improvement.
 - Identification for Tier II and III supports will be made using academic, social emotional, and additional data. Academic data will include NWEA MAP data. NWEA MAPS will be administered early in the year as a baseline and to set individual student growth goals. Teachers will monitor student growth on a regular basis throughout the year. Other academic data may include interim assessments, in-class assessments, and student work. Teachers will also monitor social-emotional data, behavioral data, and other whole child data. Processes and protocols will be in place to ensure students are not inappropriately placed. These include: use of multiple forms of data to



determine placement, continuous monitoring of student progress to determine necessary changes or re-assignments, and continuous improvement processes (as previously described) to identify flaws or shortcomings in the assignment processes.

- In alignment with the principle of universal assessment, the Special Education Coordinator will run general screening at the start of the academic year to identify students that are in need of in Tier II or III interventions from teachers. If a comprehensive body of evidence indicates that a student continues to struggle in multiple settings and times throughout the day even with Tier I and II interventions, a teacher may make a referral to the MTSS team. The MTSS team will define Tier III interventions with input and support from the student's family. VPAC will be careful and intentional about Tier III supports; whereas Tier I and II supports are generally applied in the regular classroom over the course of general instruction, Tier III supports are focused on intensive individual interventions. VPAC avoids pulling students out of class whenever possible so only uses Tier III interventions after careful evidence-based review. Decision-making processes about assigning and moving students between levels of support will be ongoing. Staff will regularly assess student data individually, monitoring progress to determine necessary changes in the student's support plan, and holistically as well. Holistic evaluation will focus on identifying, for example, shortcomings in Tier I / Universal services that may be driving increased numbers of students being recognized for Tier II services.
- **Layered Continuum of Supports:** The MTSS Team is responsible for developing and monitoring individual students' responses to each Intervention (RTI) as well as the overall effectiveness of the services provided in each tier. Using the data-based approach discussed above, the MTSS team, in collaboration with classroom teachers, will adjust supports and interventions at the individual and/or school-wide level.

Three-Tier Model: The MTSS model implemented at VPAC will be a three-tier model consisting of Universal (Tier I), Targeted (Tier II), and Intensive (Tier III) levels of support. The delineations between the three tiers will be fluid as the MTSS Committee will provide continuous problem-solving and evaluation of the effectiveness of implemented strategies for individual students and will update interventions and goals based on these assessments.

Tier I: Universal Level-At least 80% of students fall into this level

The Tier I level is academic instruction and behavior management for all students. This level meets the needs of approximately 80-90% of the student population. At this level, staff will design and implement units and assessments following the principles of backward planning and data-driven Instruction. These two principles require that teachers design instructional units by first identifying desired student outcomes by the end of the instructional unit. These outcomes include which concepts and big ideas the students need to understand, learn, and master, as well as, what key knowledge and skills the students should acquire at the completion of the instructional unit. Once the student outcomes have been identified, teachers will then design the instruction unit and methods of assessment utilizing this information. VPAC's unique curriculum and classroom structure will address an even higher percentage of student needs.

Teachers will utilize a variety of methods to evaluate student performance and mastery of the instructional unit. These methods include curriculum-based measurement (CBM), teacher observation, performance tasks, classroom quizzes, examinations, and grades, in addition to, state and district assessments. The collective data from these assessments will be analyzed to monitor curriculum and student progress, drive instruction, provide guidance for teachers to differentiate instruction, and identify students who are academically or behaviorally in need of curriculum adjustments. Students identified as



possibly needing more behavioral/academic support or enrichment (GT) will be referred to the MTSS committee for individualized interventions and goals at the Targeted Level (Tier II).

Tier II: Targeted Level-Approximately 5-15% of students fall into this level

The Targeted Level (Tier II) is anticipated to encompass 5-15% of the student body. Tier II students require targeted, specific interventions to address their academic and/or social-emotional needs to support their academic, behavioral and social-emotional growth. Students at this level might have specific accommodations in class or work in small groups. Importantly, students receiving Tier II supports continue to receive Tier I supports, continuing to participate in core academic and artistic coursework. The MTSS committee will meet to discuss specific individualized supports for struggling students, ELL students, students who underachieve according to their measured ability, students functioning above the general curriculum expectations (GT), and others. Interventions might include: additional time for instruction and assessment, instructional supports in small groups (e.g. direct instruction, tutoring, and/or review of material); personalized scaffolding (e.g. connection to previous content, opportunities to review similar content at lower levels of complexity before moving to new content, teacher modeling); and supplemental social, emotional, and behavioral supports.

Once the Tier II intervention plan has been developed, the committee will set a timeline for implementation, choose assessment tools based on the student's needs, and set an appropriate assessment schedule to judge the effectiveness of the interventions. The assessments will directly measure a student's progress with the specific interventions and may include diagnostic assessments, as well as, alternative formal and informal assessments, as decided by the Committee.

Tier III: Intensive Level-Approximately 5% of fall into this level

Tier III students require more focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction. Interventions in Tier III are at the highest level, either because student performance is significantly behind typical benchmarks, students demonstrate notable learning differences that cannot be accommodated with Tier II supports, students demonstrate significant social-emotional challenges, or others. Interventions include one-on-one support, push-in support, pull-out support, specific behavior plans, modifications or small group support. If learning objectives are met through these intensive interventions, the student could move back into Tier II supports. Students who may remain unresponsive to Tier III interventions might be referred to the IEP Committee for special education evaluation.

After examining the data collected from the diagnostic assessments at the Tier II level of intervention, the committee may decide that the student is not making adequate progress and move the student to the Intensive Level of intervention (Tier III). At the Tier III level, the student exhibits a severe academic or behavioral gap between their measured progress and their expected level of achievement. It is expected that 1-5% of the student body will fall into Tier III according to the CDE. The academic/behavioral achievement gap may be so vast that modifications to the curriculum may be required to address the student's individual needs. Diagnostic assessments will be given to comprehensively identify the student's strengths and deficits and how to best meet those needs. Evidence-based interventions at the Tier III level continue to address the individual needs of the students, while working with the students' strengths.



Mama Yaz supporting students

Section E4: Serving Exceptional and Educationally Disadvantaged Students: English Language Learners (ELL's)

Introduction: VPAC is committed to serving all students, including those who are learning English or who demonstrate a need for further language development. As in all aspects of school design, VPAC is committed to nurturing and supporting the individual needs of every student and fostering inclusion. VPAC will serve English Language Learners (ELL) with robust, targeted opportunities to develop English-language proficiency within and beyond the core curriculum, always ensuring that ELLs have opportunities to learn and perform alongside their peers, that they are held to the same levels of rigorous academic and artistic expectation as their peers, and that they are able to develop proficiency in the English-language while also accessing, honoring, and using their native language(s). Specifically, VPAC will support ELLs through: (1) strong assessment and data-driven practices that



identify, support, and eventually “exit” ELLs; (2) strong English Language Development (ELD) curriculum that uses evidence-based practices; (3) pedagogy in core academic and artistic classes that infuses effective practices for language access and development; (5) highly qualified and certified staff; and (6) rich professional development for all teachers to develop the knowledge and skill to support ELLs.

VPAC will also establish an ELA Committee to oversee and support ELD programming, and to manage all individualized and program-wide data practices. The ELA Committee will include the ELD Director, Special Education Director, Academic Director, ELD Teacher(s) (after year two) and at least one academic and one artistic teacher. The ELD Director will lead all committee meetings and activities. Individualized data practices include monitoring student growth and development and determining changes necessary to a student’s ELL plan (ELLP). Program-wide data practices will include continuous improvement efforts to ensure program quality.

Assessment: VPAC will use strong assessment practices as the foundation of all ELD programming, including: identification, individualized and differentiated supports, and eventual eligibility to exit ELL status upon demonstration of proficiency with the English language. VPAC will fully comply with CDE and APS guidelines designed to ensure that appropriate procedures and safeguards are in place related to the identification, assessment, programs, and placement of ELLs.

- *Identification:*
 - VPAC staff will ask families about their home language during registration/enrollment and will administer the Home Language Survey.
 - Students whose primary language is not English, as identified either through this survey, through teacher observation, through screenings, or through information from another school district will take the W-APT (WIDA-ACCESS Placement Test). This test is an English language proficiency “screener” given to incoming and referred students who may be English Language Learners. It will be administered by qualified members of the ELL team. It aids educators with programmatic placement decisions of Non-English Proficient (NEP), Limited English Proficient (LEP), or Fluent English Proficient (FLP) to determine eligibility for an English Language Learners Program. The test will be administered within 30 days from the start of the school year, in compliance with state law.
 - If a student’s test score and portfolio or other evidence (e.g. interview, previous academic record, and others) indicate that they qualify as an ELL, the ELD Director will notify the family immediately and schedule a time to meet with the family in person.
 - Prior to the meeting, the ELD Director will develop an individualized ELL plan (ELLP) for each ELL. Individualized ELLPs will clarify the following: a student’s current language level, participation in ELD programming, supplemental supports and accommodations, and an anticipated growth timeline for English language proficiency. The plan will be implemented and monitored in collaboration with academic and artistic teachers, ELD teacher(s), parents, leadership, and the student.
 - The ELD Director will share each student’s ELLP with the student and family during the 1:1 meeting. The ELD teacher(s) (after year 2) and all staff will be aware of each student’s ELLP and will receive ongoing support and feedback about individualized supports and accommodations.
- *Individualized and Differentiated Supports*
 - VPAC will use assessment to provide individualized and differentiated supports. Specifically, VPAC will use ongoing formative assessments to monitor students’ language development and growth and determine necessary adjustments to supports along the way. Formative assessments can include: NWEA Maps, curriculum-based and performance-based assessments, and for some students the ELAchieve Gap Assessment (appropriate for secondary students who have spent much of their schooling in American schools).



- The ELD Director will lead the ELA Committee in reviewing all student-level growth data and determining changes necessary to ELLPs. The ELD Director will be responsible for communicating changes to each student's teachers and family.
- The ELD Director will also lead the ELA Committee in continuous improvement protocols that identify, unpack, and identify solutions to areas for improvement in ELL systems throughout the school, including: assessment practices, ELD curriculum, instructional approaches, and others.
- **Exit**
 - As described, ELLs will be closely monitored using formative assessments to determine whether they have developed sufficient progress in English proficiency so they can be re-designated from Limited English Proficient (LEP) to Fluent English Proficient (FEP) in speaking, listening, reading, and writing. VPAC will reevaluate students via ACCESS and CMAS to establish new goals until the student is shown to be proficient in English in the areas of reading, writing and speech. To exit from ELL services, students must meet state designated scores on the ACCESS and CMAS, per CDE ELL guidelines, in addition to having a qualifying body of evidence and a Fluent English Proficient designation for at least two years, during which time the student is monitored for continuing academic success without language or differentiated curricular supports.

English Language Development (ELD): VPAC will serve its English Language Learner (ELL) students in accordance with all applicable Federal Laws and Regulations and in compliance with the English Language Proficiency Act (ELPA) Section 22-24-105 of the Colorado Revised Statutes. The federal law mandates Annual Measurable Achievement Objectives (AMAOs) to be implemented, as an accountability measure for program effectiveness. VPAC will align to the Aurora Public Schools English Language Development Plan and the CDEs Guidebook on Designing, Delivering, and Evaluating Services for English Learners for identifying ELLs, notifying parents of ELLs, creating an English Language Learner Plan (ELLP) for all ELLs, and serving the ELLs population.

ELL students will participate in regular ELD programming in an ELD course. Programming will evidence based and leveled for students based on their language proficiency. VPAC will finalize the selection of an evidence-based ELD curriculum during year 0 (prior to opening) with input from APS, founding staff, and prospective families. VPAC will use the [CDE ELD Rubric](#)¹⁶ to self-assess and ensure that the selected ELD curriculum meets quality standards. VPAC will also use the following evidence base to select and implement an ELD curriculum that uses strategies found to be effective with second language learners. See Footnotes.¹⁷

Research conducted by the American Linguists Association recognizes that some cultural and ethnic groups have unique language patterns, and that these "speech patterns are similar to patterns shown by other English as Second Language learners...many students thus have linguistic patterns that have roots in other languages or in dialects, which are mixed with non-standard language patterns, such as southern American English" (Hakuta 1990; Hastings & Butts, 1973; Hiebert 1991; Ani 1995; Nobles 1999). Research suggests that students with unique language patterns benefit from instruction that is structured (Hammond, 1985; Ladson-Billings 1991); instruction that focuses both on process and product learning (Delpit, 1997; Ladson-Billings 1993); activities that are experiential, hands-on, and that focus on cooperation rather than competition (Aronson & Gonzalez, 1998; King, 1990; Shade, 1989); instruction that provides opportunities for students to develop close family type relationships with their teachers and other staff (Irvine, 1991; Hale-Benson, 1990); and strong phonemic awareness and phonics components designed to assist students in the discrimination of sounds allowing them to grasp the subtle nuances of English (Green and Moats, 1999). VPAC will use these as criteria for selecting an ELD program/curriculum. VPAC

¹⁶ <https://www.cde.state.co.us/fedprograms/eld-program-rubric>

¹⁷ Anderson, A., & Loughlin, S. M. (2014). The influence of classroom drama on English learners' academic language use during English language arts lessons. *Bilingual Research Journal*, 37(3), 263-286.



will also include these elements in the professional training program for teachers, as they are essential to the growth of not only ELLs, but all students.

VPAC has already begun reviewing possible programs, including the following:

- **Language!** (Green and Moates) is an example of a program that emphasizes phonemic awareness. This program has a proven track record for meeting language arts skills development, but it has proven extremely successful with students who have unique language patterns. The program is based on a structured approach to language development. The program teaches letter sound discrimination, syllabication, word etymology, root word, suffixes, prefixes as well as sentence writing, grammar, mechanics, and conventions. These elements are essential learning for all students but are especially helpful for students with unique language patterns in that it helps develop the structure that is necessary to be competent in the English language.
- To supplement this program, students might also participate in computer assisted language arts programs such as Reading Plus, Lexia, and Reading Coach. These programs would complement the Language! Program and have shown to be highly effective with students who, not only have unique language patterns but also with students with learning disabilities including those with ADHD.

Instruction and Pedagogy: In addition to ELD programming described above, VPAC's core academic and arts programming are designed to be beneficial to language learners. By selecting core approaches that support language development, VPAC will ensure that ELLs are able to continue developing language proficiency in the context of core academic and artistic experiences. Specifically:

- **Core pedagogy:** Arts integration creates a collaborative learning environment where all students can access, engage, deepen and demonstrate learning at high levels regardless of their backgrounds. Specifically, arts integration has been shown to support the diverse needs of language learners (New York Department of Education, 2010). Inquiry learning emphasizes collaborative work and dialogue in strategically mixed groups. This instructional strategy can have reciprocal benefits for students with special needs and language learners (Zweiers and Crawford, 2011; Lloyd, 1999).
- **Arts immersion:** VPAC will use arts immersion to increase language proficiency. Anticipating that many ELLs will be native Spanish speakers, VPAC will expose Spanish speaking students to English language productions and English-speaking students to Spanish speaking productions. Using the arts as an immersion program twice a year will promote language acquisition, phonic mastery, language production, and language confidence. Students will use language barriers as an opportunity to share and engage in peer learning for a cross-cultural experience in the arts. ELL time will be incorporated during elective classes.

Additionally, all VPAC teachers will receive professional development and ongoing coaching to integrate instructional strategies that are beneficial for language development. The ELD Director and ELD teacher(s) (after year two) will provide push-in supports for teachers as necessary.

Staffing: VPAC's staffing model will ensure high quality in all areas of ELL programming: identification, ELD coursework/curriculum, core academic and artistic instructional strategies, and ongoing assessments and supports. In the first year of operation, VPAC will hire an English Language Acquisition (ELA) Teacher who is ELA certified. This position will report directly to the Principal. In year one, the ELA Director will collaborate with leadership (Academic and Artistic Directors) to design, implement, monitor, and continually improve all supports for ELLs, including identification processes, ELD curriculum, and core instructional pedagogies. The teacher will teach the ELD course in the first year, provide coaching to teachers, and will also plan and/or deliver all professional learning for teachers and staff. The Teacher will also manage ELD compliance, including collaboration with APS staff. In year two, VPAC will hire a teacher and mature that year one teacher to a certified



ELA Coordinator who will support the assessment, identification, differentiation, and instruction for all English Language Learners; support core teachers through coaching and push-in supports as needed and teach ELD courses as needed. ELD staff will grow proportionally as the school builds out and be designed to allow for differentiated ELD groups.

Professional Development: As described in section D:5, all teachers will receive regular professional development on effective instructional strategies for language development. Professional development will occur intensively in the summer prior to launch, and throughout the ongoing school-year professional development calendar. In addition, the ELD Coordinator and ELD teacher(s) (after year two) will provide coaching and feedback to teachers.



VPAC Student at performance

Section E5: Serving Exceptional and Educationally Disadvantaged Students: Gifted and Talented Students (GT)

Introduction: VPAC is committed to recognizing and nurturing the brilliance of *all* students, and especially of African American and Latinx youth whose intelligence is too often underestimated, misunderstood, or overlooked. VPAC is also committed to recognizing the interconnectedness between artistic and academic giftedness; the school honors, nurtures, and supports talent holistically. Gifted and Talented programming is one avenue for the school to formally recognize this brilliance, and VPAC is therefore committed to providing Exceptional students with opportunities to deepen and extend their academic and artistic talents. More broadly, VPAC's educational



model and pedagogical philosophy are designed to cultivate, engage, and honor the brilliance in *all* students. While Gifted and Talented programming is vitally important to the school, VPAC honors two important values: integrating Exceptional students in inclusive academic and artistic environments to sustain a collaborative learning community and honoring a definition of “Exceptional” that integrates both academic and artistic capabilities.

Research and Philosophy

Children with high ability in an art form are similar to academically gifted children in three respects (Winner, 1996a). First, they are precocious. They master the first steps in their domain at an earlier than average age and learn more rapidly in that domain. Second, they have a "rage to master" -- that is, they are intensely motivated to make sense of their domain and show an obsessive interest and ability to focus sharply in their area of high ability. In the visual arts, this means that they produce a large volume of work over a sustained period of time (Golomb, 1992; Milbrath, 1998; Pariser, 1997). And third, they "march to their own drummer," meaning that they do not just learn faster than ordinary children, they also learn differently. They learn virtually on their own, requiring minimum adult scaffolding, and often solve problems in their domain in novel, idiosyncratic ways. (Winner and Martino, 2003)

VPAC is committed to supporting Exceptional students by (1) providing them with challenging, engaging, and personalized arts-integrated, inquiry-based learning experiences in inclusive and diverse classrooms alongside their peers; and (2) nurturing their interconnected academic and artistic talents.

Pedagogical Framework: Inclusion, Arts Integration, and Inquiry: While Exceptional students require personalized supports, arts-integrated and inquiry-based learning provide a platform for them to be highly engaged and challenged alongside their peers. This commitment is, in part, a reflection of VPAC’s commitment to inclusive and diverse classrooms. It is also an educational strategy grounded in research about arts-integrated and inquiry-based pedagogies.

VPAC believes that Exceptional students can be best supported in inclusive classrooms. Often, Exceptional students are often “underachievers who have the potential for excellence but - for a variety of reasons - do not fulfill that potential. Gifted underachievers may decide they will only do the minimum requirements and choose the easy work instead of more challenging tasks. They often lack study and organizational skills because in the early grades they don’t need to develop them. Some get discouraged when the work doesn’t come easily, and others don’t want to look gifted because it isn’t cool.” This can be especially true for students of color who are sometimes ridiculed for their giftedness, which sometimes is seen as “showing off”.

For these students, inclusion is vital: inclusion allows them to remain connected to their community of peers (thereby reducing the stigma associated with “giftedness”), learn vital social and organizational skills from their peers, and increase their motivation and engagement through social interaction.

VPAC’s Exceptional students’ model is also grounded in research about arts-integrated and inquiry-based learning. Research about arts-integration and Exceptional students shows the following:

1. Arts increases engagement for Exceptional students by allowing them opportunities for collaboration and social interaction (Cornett, 2003).
2. Arts can increase cognitive challenge for Exceptional students by adding complexity to the learning process.
3. Exceptional students require high degrees of differentiation to access content at high levels. Arts-integration helps teachers differentiate in four ways:
 - a. concrete to abstract;



- a. basic to transformational;
- b. simple to complex; and
- c. fewer facets to multi-faceted. (Tomlinson, 1995)

Research also indicates several ways that inquiry-based learning can increase challenge for Exceptional students and provide opportunities for differentiation and personalization in the context of an inclusive classroom.

1. Studies have empirically shown that inquiry-based learning improves academic and social outcomes for Exceptional students (Özgür & Yılmaz, 2017)
2. Inquiry learning increases academic outcomes, flow/engagement, and positive mood for Exceptional students when inquiry is guided and facilitated by an educator (Eysink, Gersen, and Gijlers, 2015)
3. Inquiry-based learning provides natural opportunities to differentiate learning for exceptional students. Over the course of an inquiry cycle, students have opportunities to (1) work independently at their own pace, (2) work in small groups to examine a concept alongside the entire class, but at a more in-depth level, (3) work in heterogeneous/mixed ability groups, deepening their learning by supporting peers, and (4) occasionally work in homogeneous groups with other Exceptional students to accelerate their learning.

Personalized Supports Gifted and Talented: The performing arts focus of VPAC will uniquely position the school to identify and serve students that are gifted in creativity and the performing arts in ways that other APS schools cannot. Gifted and Talented (GAT), define by Colorado Department of Education is defined as "persons between the ages of five and twenty- one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs." Gifted and talented students of color often are underserved and misplaced as special needs.

VPAC is committed to ensuring access to proper placement for students is recognized. Culturally driven environments where students are able to show up authentically and confidentially may motivate a GAT student to blossom where they otherwise would not have attempted. VPAC is intentional that the students served may also have disabilities (twice-exceptional) and were served only for their disability and not served for their exceptional abilities. These GAT students are capable of high performance, outstanding production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness per the CDE:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psychomotor abilities

VPAC will utilize contracted services via Aurora Public Schools to provide a GAT coordinator to aid in the design of an Advanced Learning Program (ALP) managed by the VPAC Academic Director. Every student's ALP will be implemented and monitored by the Academic Director who will collaborate with the classroom teacher, parents, and the students, thus making up the GAT team along with the contracted APS GAT teacher. Informal assessments of a student's progress towards goals, proficiency levels in comparison to state standards, and any unaddressed needs, will be conducted quarterly with a comprehensive review of the ALP and any needed updated placement testing to be administered annually. A parent may request a review of their student's ALP, at any time. The GAT team members will have 30 days to complete such a requested review. All GAT team members will have annual professional development specific to gifted and talented students.



VPAC will follow APS requirement to administer the CogAT and NNAT tests to every 7th grader every year. In conjunction with APS, VPAC will follow CDE procedures and create an individualized Advanced Learning Plan (ALP) for all students identified in this area based on their strengths and areas of need, including the performing arts. "The ALP is a legal document [Appendix E5:1 22-20-R-12.00, C.R.S.] outlining programming for identified gifted and talented students and is used as a guide for educational planning and decision making. It is also an accountability method for assessing gifted student growth through progress monitoring of quantitative and qualitative goals in gifted student programming and social emotional development."

Supplementary accommodations to the student's ALP may include but is not limited to, student teaching opportunities, additional projects, project-based learning, tiered assignments, traveling assignments, and curriculum compacting, mentorships, and leadership opportunities per APS GAT strategies. GAT students may receive their differentiated curriculum both in and out of the regular classroom as deemed appropriate by the GAT team. VPAC's school environment will encourage students to engage in their passions both academically and in the arts. The activities and opportunities offered through performing arts curriculum will inspire students to exceed the status quo and pursue diverse and challenging possibilities.

Identification: Philosophy and Process

Researchers have found links between academic and artistic giftedness. Gilbert Clark and Enid Zimmerman (1998)...note high ability is unlikely to be limited to one domain. Arts integration and instruction can be useful tools to reveal these previously unrecognized high-ability artistic learners (Goldberg, 2006).

In America today, the odds of accessing Gifted and Talented programming are substantially lower for African American and Latino students compared to white students. Specifically, African American students have a 66% lower chance of being identified as Gifted and Talented compared to white students. For Latino students, the difference is 47%. VPAC believes that these numbers do not reflect the even distribution of talent, giftedness, and potential. The brilliance possessed by children of color can too often remain undiscovered due to a number of factors, including biased decision-making (Fish, 2017) and assessment processes that preference academic attainment over other demonstrations of intelligence. VPAC is committed to Gifted and Talented identification processes that are evidence-based and unbiased, culturally competent, and fair. VPAC will identify and honor the talents and potential of *all* students, while also maintaining strong systems to identify and support students with exceptional academic and artistic talents.

Identification Processes: Any student enrolled at VPAC that has already been identified as Gifted and Talented will be afforded Gifted and Talented services. The Academic Director, Special Education Coordinator, and at least one staff person with a Gifted and Talented endorsement will meet with the student and student's family to create a Gifted and Talented plan. VPAC will also work to identify students as yet unidentified as G/T through universal screening of all entering students. VPAC believes in integrating academic and artistic talents, and will therefore use one or more CDE-approved assessments of aptitude:

1. General Intellectual Ability
2. Specific Academic Aptitude (reading, writing, math, science, social studies and world language)
One method of demonstrating Specific Academic Aptitude requires that a student "score in the 95th percentile or above on one or more batteries of a **cognitive test** and demonstrate aptitude on **two (2)** specific academic measures." If a student does *not* score in the 95th percentile, the student may still be identified as having Specific Academic Aptitude. For this to happen, "a review team may determine a **comprehensive** body of evidence demonstrates gifted academic ability. Content-specific measurement tools to meet criteria for identification should include at least **three (3)** or more measures from **two (2)** of the three areas below." Additional measures include performance demonstration and/or expert reviewed



portfolio evidence. VPAC recognizes that not all students demonstrate talents through standardized assessments, and so will use additional state-sanctioned measures when appropriate.

3. Talent Aptitude (Visual Arts, Performing Arts, Music, Dance, Psychomotor*, Creative or Productive Thinking and Leadership)

Identifying Talent Aptitude requires broad evidence of talent and skill, which can take years to develop. VPAC is committed to developing students' artistic talents over time, and to using evidence-based, fair, and culturally competent review processes to identify Talent Aptitude. Per CDE, to be identified as having talent aptitude, "a student's body of evidence must contain **three (3)** qualifying data points for a gifted identification in a talent domain. Often criterion- or norm-referenced assessments are not available in these areas; therefore **performance** evaluation is an important component in the body of evidence. If data from a valid and reliable test are not available to demonstrate exceptional ability, **two (2)** or more indicators in the performance area may be used to meet identification criteria **along with** an exceptional rating on an **observation scale**. In some cases, a norm-referenced scale may not provide an appropriate measure for certain talent domains. An observation scale that has been developed through analysis and research of the discipline may be used to provide qualifying evidence for talent identification only. Observation scales and performance evaluation scales should contain content and construct validity."

The Principal, Academic Director, Special Education Coordinator, one or more staff with a Gifted and talented Endorsement, and the Artistic Director and/or Arts teacher(s) will manage the processes for Gifted and Talented screening and identification. Often, per the state policy recorded above, these processes may include performance assessment and/or assessments entailing expert review. VPAC staff will collaborate with APS staff as needed and appropriate to ensure that these processes are evidence-based, culturally competent, and fair. VPAC is committed to ensuring that Gifted and Talented identification is proportional to the student body. If any group is underrepresented in Gifted and Talented services, the leadership team is responsible for identifying root causes for this disproportionality and developing a plan for corrective action.



VPAC Student

Section E6: Serving Exceptional and Educationally Disadvantaged Students: At Risk / Educationally Disadvantaged

Introduction: VPAC is committed to supporting all students, including those who are low-income, homeless, at risk or educationally disadvantaged. This section describes how VPAC will support students who are: economically disadvantaged (low-income), homeless, low-performing/behind grade level, twice exceptional, or experiencing a disability that makes performing arts inaccessible.



Economically Disadvantaged: If students are economically disadvantaged/low income, qualify for the free and reduced lunch program, and/or qualify as "neglected or delinquent students" as defined by the federal program, VPAC will provide physical and academic assistance and accommodations.

- Assistance for physical needs may include: free or reduced food programs, transportation assistance, waiving student fees, providing uniforms, and mental health service, approved on a case by case basis.
- Academic assistance may include: funding assistance to access educational materials and supplies, after school and summer learning opportunities (available to all), and others.

Homeless Students: VPAC will adhere to McKinney Vento act and provide comprehensive education and additional accommodations to students who are homeless. In addition to receiving a free and comprehensive education, students who qualify as homeless (or whose housing is transient or unstable) will also receive all physical and accommodations described for economically disadvantaged students. Furthermore, VPAC staff (e.g. Social Worker) will work with families and community partners and do all that is possible to help students and families attain stable housing.

Low performing students: VPAC anticipates that many students who enter VPAC will enter with previous learning gaps and may therefore be considered "low performing" students. VPAC will identify low performing students using strong MTSS/RtI data practices (see section E3) and reviewing previous records of students. VPAC will aim to identify these students early (before the start of the school year) to develop plans for supporting students to grow and achieve proficiency. MTSS/RtI protocols, in addition to helping students identify low-performing students, will be utilized to target supports and interventions. Please see section E3 for more detail about these supports and interventions.

Twice Exceptional: The RtI Committee may be the first to identify twice-exceptional students from the RtI multi-tiered system of support. Students who are identified as being twice-exceptional, assessment testing to identify the areas of struggle, along with areas of giftedness for the student will be conducted according to the IEP timelines/process as previously outlined in this section. VPAC will provide for the FAPE of students who are identified as twice exceptional with close coordination of the ALP and concurrent IEP. The GT Team and IEP Team will collaborate weekly for twice-exceptional students.

Performing Arts Accessibility: All the RtI and special education services previously discussed will be applied to students' participation in the performing arts, as well as, the academic curriculum. VPAC is dedicated to ensuring the most accessible educational experience for students. The Principal, Academic Director, and Artistic Director will collaborate to implement:

- Music therapy programming
- Accessibility modifications and accommodations for theater and dance
- ADA building requirements
- Staffing needs and requirements for special needs therapists
- Arts accessibility policies and best practices

VPAC students with special education needs and disabilities may have the opportunity to participate in performances and/or recitals, specifically, created for children with special needs, in addition to participating in mainstream performances and recitals. This may be accomplished through the employment of a number of individual modifications and accommodations selected to best meet each student's unique needs. Some possible accommodations may include, but will not be limited to, the following:

Vision Impairments:



- Use of a peer partner for guidance to move safely around theatre stage
- Tactile cue from peer or teacher to indicate a turn or movement during theatre or dance
- Auditory cues for dance movements and timing
- Alternative print formats such as raised lettering for music or theatre scripts
- Consistent placement of art supplies in student's workplace
- Use of art mediums workable by touch alone
- Preferential seating in all performing arts classes



VPAC performers

Mobility Impairments:

- Use of adaptive and durable medical equipment (DME) such as a wheelchair or mobile prone stander for positioning on stage for theatre or dance
- Student may independently move around stage in DME or have assistance of peer partner to move around stage



- DME could be decorated as stage prop or character (Ex. student dressed as ice cream man with wheelchair costumed as the ice cream cart.)
- Adapting music instruments such as securing drum sticks in student's hands with wraps or braces, using Velcro to secure drum in front of child, or use of wrist bells
- Use of arm movements/combination in dance for wheelchair bound student
- Accessible art desk and art supplies from wheelchair
- Preferential seating in all performing arts classes

Hearing Impairments:

- Visual cues for stage movement in theatre and dance, such as flashing light
- Tactile cue from peer or teacher for timing of movement in theatre and dance
- Peer partner for timing of movement in theatre and dance
- Assisted listening devices for music
- Use of the iPad as a visual aid
- Preferential seating in all performing arts classes

Non-Verbal Student:

- Theatre lines could be programmed into the student's augmented communication device and "read" during play or performance by the device, which is student activated

Emotional/Behavioral Impairments:

Reduce sensory over-stimulation by participating in a small music group versus large class

- Allow for student to move around within a defined, acceptable area in all performing arts classes
- Provide increased structure to sustain attention in the distracted student in performing arts classes
- Use auditory/visual/tactile cues for stage movement in theatre and dance
- Use of a weighted-vest to "ground" the sensory-seeking student
- Use of ear plugs/noise cancelling headphones in performing arts classes to decrease sensory over-stimulation
- Use of a sit-disc in art class to provide stimulation for the sensory-seeking student while keeping them in their desk

There are several programs nationwide that focus on offering performing arts classes to students with special needs. These programs include The Theresa Academy of The Performing Arts, which specializes in dance, In the Company of Kids, which specializes in theatre, and Zylofone, a program specializing in music for children. Educators agree that "special education and art integration have proven to be beneficial on many levels for special needs students. Art helps special needs kids in their self-expression, life skills, literacy and coordination. Anne Minnich-Beck, Director of Education at the Indianapolis Art Center reports that children with special needs run into more failures and disappointments in life than typical children. But she says art is a great way for special needs kids to find success in life."

Section F: Discipline

VPAC approaches students to be accountable to a community. This creates an enriching experience that values the whole well-being of a student that fosters a safe place for students to be authentic in who they are and how they learn. The village/community of VPAC thrives on caring for the heart and emotional state of a student. Remaining



aligned with the mission to preserve African and Latinx performing arts, VPAC is committed to indigenous, restorative, and loving ways for students to be held accountable when a harm is done. The VPAC community believes in core restorative practices that empower students while holding them accountable in a safe way where they are able to self-examine their behaviors and take ownership of their state of being. VPAC through love will ensure justice is being accounted to community to elevate equity. VPAC's RJ Coordinator will oversee discipline.

Through Systematic Truth Learning Method, VPAC students will be familiar with the preschool to prison pipeline and the negative connotation that is thwarted on students due to poor choices in behavior. VPAC's goal is to disrupt the narrative. VPAC names discipline as "realignment/alignment". Language is a key factor at VPAC. Shifting the minds and hearts of students to understand that their actions are inter-connected to the entire community, builds a family that is bound to accountability and teamwork. Each infraction will be documented.

Positive Behavior Supports: VPAC will use a Restorative Justice (RJ) approach to discipline. The concepts of restorative justice are based largely on indigenous approaches. VPAC is rooted in love, justice, equity, and community. Guided by Restorative Justice practices, including: positive relationship building, Restorative Justice Peacemaking/Healing circles which are both grounded in authentic student/family/community involvement. In addition to the Healing circles, VPAC will compile an Elder Board that will be available. The elder Board will consist of elders and community members who have committed to restoring the healing of the communities VPAC serves.

VPAC positive behavior supports are rooted in our core values of love, justice, equity, and community and all aim to develop a restorative learning community that consistently gives members recognition and respect. Guided by Restorative Justice practices, including: positive relationship building, Restorative Justice Peacemaking circles which are both grounded in authentic student/family/community involvement.

Positive Relationship Building: Creating a sense of family and community is the heartbeat of the VPAC model. Through strong relationships, where students trust they are valued and loved, re-alignment is more likely to happen. Through the village/community culture, students are brother and sister, adults are Mama and Baba and through love and family ties, trust is established for meaningful educational experiences. This kinship reverberates throughout the building and spills into the community. VPAC establishes deep and rich relationships and is intentional about making space for that by having small class sizes.

VPAC parents and students will have to sign a document that they have read, understand, and agree to the expectations set out in our Student Handbook at the beginning of each school year. Unless there are clear mitigating circumstances, we hold that students are responsible and accountable for their actions.

- Schools that implement system-wide interventions also report increased time engaged in academic activities and improved academic performance.
- Schools that employ system-wide interventions for problem behavior prevention indicate reductions in office discipline referrals of 20-60%.
- Appropriately implemented PBS can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills, and problem behavior in individuals with disabilities.
- A review of research on PBS effectiveness showed that there was over a 90% reduction in problem behavior in over half of the studies; the problem behavior stopped completely in over 26% of the studies.

VPAC's mission states that the school will "engage students in an academically rigorous and culturally affirming academic program while training them as performers in the traditions of African and LatinX American performing arts." Driven by our mission, VPAC is committed to affirming our students' and families' cultural identities and to using heritage as a strategy to engage, empower, and educate our students. This commitment is core to VPAC's discipline strategies and approaches, which are anchored around three core principles:



- Develop students' **capacity** to thrive as individuals, community members, and citizens;
- Use **restorative justice** to promote healing and safety for individuals and our community; and
- Reflect **indigenous** and **anti-racist** practices.

VPAC is committed to an indigenous, healing, safe, and family-oriented approach to create an optimal learning environment in which our students can learn, grow, and thrive. VPAC is also committed to eradicating national disparities in disciplinary action by race, gender, and disability. Research clearly shows that discipline disparities exist (and are growing) along lines of race, gender, and disability, that these disparities are attributed to biased reporting and institutionalized racism more so than disparities in actual behavior, and that disproportionate disciplinary action (including but not limited to suspension and expulsion) harm students of color by increasing referral for special education, harming long term academic outcomes, and initiating the school to prison pipeline. Research findings support these claims and explain our commitment to anti-racist discipline policies.

- In the 2013–2014 school year, six percent of all public school children experienced at least one out-of-school suspension. However, this national rate conceals gross disproportionalities by disability, gender, and race. For children with disabilities the suspension rate was double the national (12 percent). For black, Hispanic, multi-racial, and American Indian/Alaskan Native boys with disabilities, the figure approached 25 percent, or four times the national rate. (USDOE, 2016)
- There is no empirical evidence that racial differences in behavior contribute to the disproportionate suspension and expulsion of Black and LatinX students. Instead, evidence suggests that Black and LatinX students are more likely than white students to be disciplined for subjective rather than objective infractions (e.g. disrespect and excessive noise versus smoking or vandalization). (Skiba & Noguera, 2010) Racial bias drives disparities in disciplinary action more so than differences in behavior.
- Since the advent of zero tolerance discipline policies, discipline disparities between black and white students have grown from three percentage points in the 1970s to ten percentage points in the 2000s, and black students are now three times more likely than white students to be suspended. (Losen & Skiba, 2010) This particular disparity in severe punishment (suspension or expulsion) is particularly troubling, as there are no empirical data to show that suspension and expulsion are effective strategies for improving individual behavior or improving school community. "There are no data showing that out-of-school suspension or expulsion reduce rates of disruption or improve school climate; indeed, the available data suggest that, if anything, disciplinary removal appears to have negative effects on student outcomes and the learning climate. Longitudinal studies have shown that students suspended in sixth grade are more likely to receive office referrals or suspensions by eighth grade, prompting some researchers to conclude that suspension may act more as a reinforcer than a punisher for inappropriate behavior." (Losen & Skiba, 2010) These data are clear: Black and LatinX students are more likely to be suspended or expelled under zero tolerance policies, even though these practices cause further harm to students and to school communities.
- In 2015-16 Black students accounted for 15 percent of the student body but 31 percent of all school-based arrests. This disproportionality has grown in the last two years. (USDOE, 2016) School-based arrests put young people into the criminal justice system, beginning the school to prison pipeline.
- Disciplinary action and special identification are closely related processes, and both are closely affected by teacher bias. Studies show that students who are perceived as misbehaving and identified for disciplinary action may be more likely to be identified for special education, and visa versa. In other words, disproportionate disciplinary action can result from and contribute to disproportionate special education identification, creating a complex and reinforcing barrier to student success. (Harper, 2017)

At VPAC, restorative practice will be a core part of how we build community and support learning. "Discipline" will not function to punish, marginalize, or harm our students. Rather, all policies and practices related to discipline will function to ensure that our students have the knowledge, skills, and dispositions to support their own learning, contribute to the VPAC community, and thrive in the world beyond school.



VPAC will to fully comply with regulations in the Individuals with Disabilities Act (IDEA) and APS Policy JK-314, regarding the discipline of students with disabilities. While students with disabilities will be fully incorporated into the school-wide RJ system, ECHS is committed to ensuring all additional protections to students with disabilities, including the holding of a manifestation determination within 10 days in cases in which a student's placement could be changed.

Approaches: Discipline policy at VPAC begins with the VPAC Community Code. The Community Code will be developed in Year 0 by founding staff and community and with input from APS. The Community Code will clarify shared community values, norms, and expected codes of conduct; types of infractions; preventative, restorative, and punitive measures aligned to infractions; and staff and community roles in maintaining positive community. The Code will be reviewed by the school community on an annual basis to ensure continued buy-in from the VPAC community as the school grows, and to incorporate any areas of improvement based on review of data or feedback from previous years. The VPAC Community Code will align to the APS Student Discipline Policy (JK.1) in all areas that pertain to Colorado State Law to ensure that VPAC and APS are in compliance with state code. While the specifics of VPAC's Community Code will not be developed until Year 0, the overall approaches and tiers of prevention/intervention have already been designed. The approaches and prevention/intervention framework described in this section were developed by the VPAC Board of Directors with additional input from family and community. They were piloted and revised during VPAC summer programming, and are grounded in research about best practice.

VPAC Community Code Approaches Capacity Building: At VPAC, we view behavior and discipline through the lens of skill building. We believe that students do not commit infractions to the VPAC Community Code because they are "bad" or because they are "problems," we believe that they commit infractions when they are lacking the skills to manage their emotions and behaviors, or because they are suffering from the cognitive and emotional effects of trauma. As such, "discipline" at VPAC starts with universal, school-wide prevention activities anchored in building students' capacity to manage their emotions and behaviors in alignment with the VPAC Community Code. Capacity-building activities include:

1. Teaching mindfulness skills and social emotional skills during community meetings and student groups;
2. Integrating trauma-informed strategies into all classroom instruction;
3. Maintaining a school therapist (or therapists, as VPAC grows) on staff to provide targeted interventions and supports for students in need, as identified through MTSS systems (see section E); and
4. Providing professional development for educators to support social emotional and trauma-informed practices in their classrooms.

Restorative Justice

"Restorative Justice (RJ) is a community-based approach to building, repairing and restoring relationships. RJ provides a space for community members to be held accountable while participating in creating pathways to repair. It encourages stakeholders to reflect upon how their values and beliefs impact the greater community...This is done to foster a sense of community, establish relationships and build capacity for trust and/or reconciliation. [RJ] is part of a larger and longer history of indigenous practices such as peacekeeping, healing and daily community building." (Brewster & Louallen, 2016)

Restorative justice in schools is linked with positive outcomes, including reductions in punitive disciplinary actions and problem behaviors, reductions in truancy and chronic absenteeism, and improvements in school climate. (Fronius, et.al, 2016) In keeping with best practices in restorative justice, VPAC will use three tiers of restorative practices:



1. Community building: regular rituals and routines that create strong relationships between students and between students and teachers (e.g. Community Meetings and student group)
2. Harm and healing: structures and supports to address and repair the harm done when students commit infractions to the Community Code (e.g. Healing Circles, mediation, individual and group supports)
3. Reintegration: structures and supports to help students reenter the VPAC community when they have been away, whether due to long-term absence or suspension.

Indigenous, Anti-Racist Practice

"[In indigenous education] the learning styles that children use in their indigenous schooling are the same ones that occur in their community context. This is a hands on approach that emphasizes direct experience and learning through inclusion. The child feels that they are a vital member of the community, and they are encouraged to participate in a meaningful way by community members." (Wikipedia, n.d.)

"Anti-racist teaching addresses racism directly and focuses on the cognitive aspects. Anti-racist teaching confronts prejudice through the discussion of past and present racism, stereotyping and discrimination in society. It teaches the economic, structural and historical roots of inequality." (McGregor, 1993)

Throughout history, schools serving indigenous students (Native American, Black, and LatinX) have used harsh discipline policies, including corporal punishment and culturally-symbolic punishment like hair-cutting, to not only discipline students but to also rob them of their cultural history and identity. (Eshet, 2015) These types of culturally-motivated and culturally-biased practices continue today; there are still cases, for example, where Black students are disciplined for wearing natural hair, braids, or dreadlocks. Even when discipline is not directly racially motivated, racial bias remains a driver of disciplinary action (as cited in the research above). This results in racial disparities in disciplinary action, and contributes to the school to prison pipeline.

In contrast, VPAC discipline policies and practices will reflect indigenous and anti-racist practices. VPAC will celebrate students' indigenous cultures (African, LatinX, Native American, and others) by utilizing indigenous traditions, rites, and rituals to build community (e.g. community circles) and respond to infractions to community norms (e.g. healing circles). And, VPAC will model anti-racist practice in two ways. First, by educating students about racial disparities in school discipline and criminal justice so that they have agency to navigate these systems. Second, by committing to data practices that review all disciplinary actions and decisions to identify and address any racial disparities in school discipline.

VPAC Community Code Prevention/Intervention Framework: VPAC will use a four-tier approach to student discipline, as shown in the figure below. This framework aligns to the three-tier restorative justice approach previously mentioned, with the integration of preventative capacity-building activities, indigenous approaches, and expulsion for extreme cases as mandated by APS policy and Colorado state law.

- **Universal practices** that build community and build students' social, emotional, and interpersonal skills to prevent the behaviors and incidents that would require disciplinary action.
- **Restorative action** to address and repair infractions to the Community Code.
- **Suspension** and suspension alternatives (in school suspension and targeted interventions) designed to ensure students are held accountable for significant violations while being supported to (1) address the personal and interpersonal challenges or skill gaps that contributed to the infraction and (2) ensure students can continue in their academic and artistic pursuits through the course of disciplinary action.
- **Expulsion** is a last resort and will only be applied in extreme cases and in compliance with state law. Specific strategies and activities in each tier are captured in the table below.



Chart F.1.

UNIVERSAL: Community Building and Prevention	<p><i>Community-Building</i></p> <ol style="list-style-type: none"> 1. Daily morning community meetings- The entire VPAC community will meet every morning to practice rituals and routines that build culture (the “VPAC way”) and promote relationships. 2. Small student groups - Students will be assigned to small groups that meet twice weekly to provide advisement, build relationships, and provide supports in the areas of mindfulness and social emotional learning. 3. Student and parent engagement - Ensure that students, parents and caregivers understand and have input into the Community Code. Ensure that parents and caregivers receive regular communication about the Community Code and are involved in all restorative practices involving their child <p><i>Capacity-Building</i></p> <ol style="list-style-type: none"> 3. Mindfulness instruction - Teach coping skills, meditation, and breathing in morning meetings, student groups, and core academic/arts classes 4. Social emotional skill-building - Teach social emotional intelligence and conflict resolution skills in morning meetings, student groups, and core academic/arts classes 5. Systematic Truth Learning (STL) - Within the STL academic model, integrate lessons and activities to help students develop critical awareness about the history and ongoing operation of the the school to prison pipeline and criminal justice system <p><i>Data Practices</i></p> <ol style="list-style-type: none"> 6. Multi Tiered Systems of Support (MTSS) - Utilize data practices through MTSS to identify students in need of personalized / intensive supports (social, emotional, behavioral, cognitive, and learning) to prevent behavioral issues <p><i>Staffing</i></p> <ol style="list-style-type: none"> 7. Teacher training and adult development - Provide professional development to help all staff: <ol style="list-style-type: none"> a. Implement and manage restorative justice practices;
--	---



	<p>b. Integrate social emotional skill building, trauma-informed practices, and restorative/indigenous approaches into core instruction and all student supports; and</p> <p>c. Utilize culturally competent arts-integrated and inquiry-based pedagogy that promotes high levels of engagement to minimize behavioral incidents.</p> <p>8. Therapeutic staff - Maintain a School Therapist on staff to provide holistic supports for students based on identification in the MTSS system</p>
TIER 1: Restorative Action	<p><i>Restorative Practices</i></p> <p>9. Restorative Conversations - When an infraction to the Community Code occurs, the first step will be a conversation with the individual(s) involved and the teacher(s)/staff involved. This mediation will aim to identify opportunities to repair the harm done without further community action.</p> <p>10. Restorative Circles - Low-level infractions to the Community Code that cannot be addressed through a restorative conversation will be addressed in a restorative circle. Restorative circles (which either occur in class or during Monday Mastery flex time) allow the community to address and repair harm done to the community due to infractions to the Community Code. VPAC will utilize and/or adapt existing protocols for restorative circles with community input. All students and staff will engage in training on restorative circles to be sure they are implemented with fidelity. Restorative circles may be led by community elders (revered members of the VPAC and Aurora communities) when deemed appropriate by the teacher or Principal. Elder circles are consistent with indigenous practices.</p> <p>11. Restorative Interventions - Medium-level infractions that cannot be addressed in a restorative circle but do not warrant in-school or out of school suspension will be handled through restorative intervention. Student(s) and teacher(s)/staff involved in the infraction will meet with the Restorative Justice coordinator (or principal) to identify appropriate restorative actions.</p> <p><i>Restorative Actions</i></p> <p>12. Restorative actions - Community members, the Restorative Justice coordinator, or the Principal can identify a restorative action as a consequence/to repair community harm (this decision can be reached through a restorative circle or restorative intervention). Example actions may include service to the community, repair to personal or community property, or others. Restorative actions can be completed in school time (i.e. during Monday Mastery flex time) or outside of school time, depending on the action.</p> <p>Additional Practices –</p> <ul style="list-style-type: none"> • conference with student and/or staff • conference with parent/guardian and student • contract with student • written warning • peer counseling and mediation • other similar actions
TIER 2: Suspension	<p>13. In-school suspension (ISS) - VPAC will use ISS in instances where it is necessary to preserve the health, safety, and wellbeing of individual student(s) and the school community. ISS policies will be detailed in the VPAC Community Code and reviewed by APS staff to ensure alignment with APS policy JK-1 and Colorado law. To ensure that students do not lose instructional time during ISS, students will be held accountable to (1) complete any restorative action identified by the community, (2) engage in coursework independently, and (3) receive any targeted supports identified by teachers or therapeutic staff.</p> <p>14. Out of school suspension (OSS) - VPAC will only use OSS in cases where it is necessary to preserve the health, safety, and wellbeing of individual student(s) and the school community and mandated by APS policy JK-1 and Colorado Law. VPAC avoids OSS in all cases where it is legal to do so because research shows that OSS can result in learning loss, lowered engagement, school absence/truancy, and future disciplinary infractions with the school and/or criminal justice systems.</p> <p>Additional Practices –</p> <ul style="list-style-type: none"> • exclusion from extra-curricular activities • assignment to another class or teaching teammate



	<ul style="list-style-type: none"> • referral to intervention classes offered within or outside the school district (information about drug, alcohol use, addictions, anger management, conflict management, etc.)* = school funds will not be used to pay for such interventions unless specifically authorized by the principal • referral to alcohol/drug assessment outside the school district (program to assist student and parent/guardian to determine if student has an alcohol/drug problem)* = school funds will not be used to pay for such interventions unless specifically authorized by the principal • Saturday school • work detail/community service • after school detention • confiscation of unauthorized materials • financial settlement -- payment of damages by student to one who was harmed • restorative justice • counseling • other similar actions
TIER 3 - Expulsion	<p>15. Expulsion- Expulsion will only be used as a last resort only in cases of compliance with APS policy JK-1 and Colorado law</p> <p>Practices-</p> <ul style="list-style-type: none"> • emergency removal -- immediate danger or serious disruption presented (due process procedures follow soon after) • suspension out-of-school (up to 10 days) • alternative placement within the school district • other similar action

Chart F.2.

Discipline Action Infraction Levels: VPAC will adhere to the APS Discipline Action Infraction Levels to ensure alignment with the district culture. VPAC will also adopt and implement the APS Safe Schools Policies and Regulations Handbook. This handbook establishes bully prevention, dress code, disciplinary communication, discipline classroom removal by teachers, weapons, secret societies, gang activity, student interrogations, searches and warrants, visitors to the school, and discipline for students with disabilities. VPAC will work diligently to incorporate prevention more than reaction to discipline by setting the standard in the culture of the school. VPAC will adhere to the due process and appeals process of APS as well.

In the restorative justice model, community circles will often decide fair consequences for community infractions. When infractions go beyond what restorative justice can address (as described in the table below, consistent with APS policy), VPAC will assemble a disciplinary review team to review the incident and identify a consequence that is consistent with APS policy, fair, and informed. This committee will include, at minimum, the Principal, RJ Coordinator, and teacher(s) involved in the incident. The student who committed the infraction will be asked to speak and share before the committee, as will other students involved in the incident (taking into consideration what is fair and safe for said student(s)). The committee will ensure that all disciplinary decisions are informed and fair. Students will have the opportunity to appeal a disciplinary decision to the school and/or district. VPAC will ensure all students receive CDE compliant information for due process, manifestation hearings and appeals process.

MIDDLE & HIGH SCHOOL	Referral to School Administration
----------------------	-----------------------------------



<i>State Code & Behavior</i>	<i>Occurrence</i>	<i>Discipline Action Level Minimum Maximum</i>	<i>Always refer</i>	<i>Generally do not refer</i>	<i>Staff discretion</i>
01 Drug Violation					
Controlled Substance: Other Than Marijuana SALE	Serious	2– 4 MUST report to APD	X		
Controlled Substance: Other Than Marijuana PURCHASE	Serious	2– 4 MUST report to APD	X		
Controlled Substance: Other Than Marijuana POSSESSION	Serious	2– 4 MUST report to APD	X		
Drug Paraphernalia	Minor	1– 2	X		
	Serious	2 – 4*	X		

MIDDLE & HIGH SCHOOL			Referral to School Administration		
<i>State Code & Behavior</i>	<i>Occurrence</i>	<i>Discipline Action Level Minimum Maximum</i>	<i>Must refer</i>	<i>Generally do not refer</i>	<i>Staff discretion</i>
02 Alcohol Violation					
Alcohol	Minor	1– 2	X		
Possession or Sale	Serious	2 – 4*	X		
03 Tobacco Violation					
Tobacco	Minor	1– 2			X
Possession or Sale	Serious	2 – 4*	X		
04 1st, 2nd Degree or Vehicular Assault					
1st, 2nd Degree Assault Vehicular Assault	Serious	3– 4 MUST report to APD	X		
05 Dangerous Weapon					
Dangerous Weapon	Serious	2– 4 MUST report to APD	X		
Firearm	Serious	5 MUST report to APD	X		
06 Robbery					
Robbery	Serious	3– 4 MUST report to APD	X		
07 Other Felony					
Arson	Serious	3– 4 MUST report to APD	X		
False Fire Alarm	Serious	2– 4 MUST report to APD	X		
07 Other Felony: Bomb Threat					
Bomb Threat	Serious	3– 4 MUST report to APD	X		

Chart F.3.



MIDDLE & HIGH SCHOOL			Referral to School Administration		
Behavior	Occurrence	Discipline Action Level Minimum Maximum	Always refer	Generally do not refer	Staff discretion
08 Disobedient/Defiant or Repeated Interference					
Disobedience	Minor	1– 2		X	
	Serious	2 – 4*	X		
Defiance	Minor	1– 2		X	
	Serious	2 – 4*	X		
Repeated Interference	Minor	1– 2		X	
	Serious	2 – 4*	X		
Academic Dishonesty	Minor	1– 2			X
	Serious	2– 4	X		
09 Detrimental Behavior					
Encourage Fight/Assault	Minor	1– 2			X
	Serious	2 – 4*	X		
Fire Extinguisher Misuse	Minor	1–2	X		
	Serious	2 – 4*	X		
Fireworks	Minor	1– 2	X		
	Serious	2 – 4*	X		
Offense to Staff	Minor	1– 2			X
	Serious	2– 4	X		
Reckless Wheels	Minor	1– 2			X
	Serious	2– 4	X		
Threat to Staff	Minor	1– 2	X		
	Serious	2– 4	X		
Threat to Student	Minor	1– 2	X		
	Serious	2– 4	X		
09 Detrimental Behavior: Harassment					
Sexual Harassment	Minor	1– 2	X		
	Serious	2– 4 MUST report to APD	X		
Discriminatory Harassment	Minor	1–2	X		
	Serious	2 – 4*	X		
Bullying, Cyberbullying	Minor	1– 2			X
	Serious	2 – 4*	X		
Sexting	Minor	1– 2			X
	Serious	2– 4	X		

MIDDLE & HIGH SCHOOL			Referral to School Administration		
Behavior	Occurrence	Discipline Action Level Minimum Maximum	Always refer	Generally do not refer	Staff discretion
09 Detrimental Behavior: Weapon					
Weapon	Serious	2 – 4*	X		
Ordinary item as Weapon	Minor	1– 2	X		
	Serious	2 – 4*	X		
Firearm Facsimile	Serious	2 – 4* MUST report to APD	X		
09 Detrimental Behavior: Declaration as Habitually Disruptive					
	Serious	1 – 4*	X		



10 Destruction of School Property					
Vandalism	Minor	1-2			X
	Serious	2-4*	X		
12 Other Violation of Code of Conduct					
Cell Phone/ Electronic Device	Minor	1-2			X
	Serious	2-3	X		
Computer/ Internet misuse	Minor	1-2			X
	Serious	2-4*	X		
Break/Enter School Property	Serious	2-4*	X		
Dress Code Violation	Minor	1-2		X	
	Serious	2-4	X		
Loitering	Minor	1-2			X
	Serious	2-3*	X		
Profane to adult	Minor	1-2	X		
	Serious	2-4*	X		
Profane to Student	Minor	1-2			X
	Serious	2-4	X		
Stolen Property Possession	Minor	1-2			X
	Serious	2-4*	X		
Theft	Minor	1-2			X
	Serious	2-4*	X		
Trespassing	Minor	1-2	X		
	Serious	2-4*	X		

MIDDLE & HIGH SCHOOL			Referral to School Administration		
Behavior	Occurrence	Discipline Action Level Minimum Maximum	Always refer	Generally do not refer	Staff discretion
13 3rd Degree Assault/Disorderly Conduct					
3rd Degree Assault	Minor	2-3	X		
	Serious	2-4*	X		
Disorderly Conduct	Minor	1-2			X
	Serious	2-4*	X		
Fight with Student/Physical Aggression with Student	Minor	1-2	X		
	Serious	2-4*	X		
Conduct	Serious	2-4*	X		
14 Marijuana Violation					
Controlled Substance Marijuana SALE	Serious	2-4* MUST report to APD	X		
Controlled Substance Marijuana PURCHASE	Serious	2-4*	X		
Controlled Substance Marijuana POSSESSION	Minor	1-2	X		
	Serious	2-4*	X		
15 Sexual Violence/Battery (other than rape)					
Sexual Violence/ Battery	Serious	3-4 MUST report to APD	X		
16 Rape or Attempted Rape					



Rape or Attempted Rape	Serious	3- 4 MUST report to APD	X		
------------------------	---------	----------------------------	---	--	--

Staff Resources: In year two, the Restorative Justice (RJ) Coordinator will be responsible for overseeing all disciplinary approaches and strategies as articulated in the Community Code. The RJ Coordinator will be a dedicated position within the school. In year one, before the dedicated hire is made, the Principal will play this role. Specifically, the RJ Coordinator will be responsible for: community engagement in the design and review of the Community Code; observation and feedback for quality assurance in all restorative circles; staff development and training in restorative practices, mindfulness, and social emotional learning; facilitating all restorative interventions; and all data practices related to targeted student supports (MTSS) and equity auditing (reviewing discipline data for racial, gender, or disability disparities).

The Principal will oversee all therapeutic staff (School Therapist and others) tasked with providing preventative or intervention supports for students based on MTSS data processes. The Principal and RJ Coordinator will work together to support these staff with all activities related to the Community Code and restorative justice practices.

All teachers in the school will be trained in restorative justice practices so that any and all teachers can facilitate these practices as needed in their classrooms. All teachers will:

- Have restorative practices observed by the Principal at least once a year for feedback and quality review;
- Have restorative justice practices audited through the equity audit to identify any disparities in identification, facilitation, or outcome.

Data systems: Referrals: Any student, teacher, or staff member can recommend a restorative conversation, circle, or intervention. This recommendation will be taken to the RJ coordinator for review and approval.

Targeted Supports: VPAC will use Multi-Tiered Systems of Support (MTSS) data systems to identify students in need of prevention or intervention supports designed to prevent or address behavioral concerns. MTSS practices are described in Section E.

Continuous Improvement: VPAC will review all data related to behavior and discipline on a monthly basis. Data review will include an equity audit for any disparities along lines of race, gender, or disability; individual and overall trends in disciplinary action; and root cause and problem-solving protocols to address any areas of concern. Improvement meetings will be led by the RJ Coordinator.

Schedules: VPAC believes in the power of restorative practices, and also recognizes that they can be time consuming and resource intensive. While we see these conversations, circles, and actions as part of students' learning experiences (not distractions) we nonetheless identify the following spaces in the schedule when restorative practices and actions can occur to minimize loss of instructional time: Monday Mastery flex time; semi-weekly student group time; community meeting time; and out of school time.

All staff professional learning and data meetings will occur during regularly scheduled professional development and planning times, as noted in the VPAC schedule.

All individual prevention/intervention activities will be scheduled individually for the student in question, pursuant to MTSS practices.

Section G: Plan for Evaluating Pupil Performance



VPAC's measurements monitor academic and artistic success through performing arts. By providing access and opportunity to arts education to underserved students is a root core belief of VPAC. Through rigorous, inquiry-based, arts education VPAC will utilize multiple methods for determining abilities in each subject area, both core and performing arts. CMAS Assessments will be the state standardized testing VPAC will adhere to. Academic success will be assessed by the Northwest Evaluation Assessment MAP Growth (NWEA-MAPS). VPAC will measure performing arts success of each student through a valid and comprehensive performing arts assessment system such as National Assessment for Educational Progress (NAEP) Arts Assessment, while developing VPAC assessments that are specific to cultural performing with a focus on formative assessments, meaningful feedback, and personalized coaching for students to reach their individual goals. Students will document arts growth by developing a comprehensive portfolio.

Assessments: In the first 4 days of school, teachers will administer various tests to establish baseline data for each student in the core subjects and performing arts. This testing will allow teachers to create a comprehensive view of each student's strengths and challenges. This baseline data-gathering will be fully complete by the end of the second full week of school. These tests will be done for all students new to VPAC. VPAC will incorporate grouping grades 6-8 as "exploratory", grades 9-10 as "intermediate" and grades 11-12 as "master". Baseline gathering will be the use of NWEA and NAEP for the arts.



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

Section G1: Plan for Evaluating Pupil Performance: Assessment



After establishing baseline data for each student, VPAC will measure and track the growth of each student through a combination of internal and external assessments, using a data management system, such as Infinite Campus. VPAC plans for students to include all required district and state assessments of student progress for grades 6-12. Additional measures will be provided to inform instruction and curriculum design to improve inquiry-based learning. VPAC will track students as they progress through each grade, enabling the school to continually adapt its curriculum, instructional strategies and content delivery to ensure that students are learning and progressing; adjustments will be made as needed to ensure that VPAC is meeting the mission of delivering rigorous and innovative academic instruction and meaningful engagement in the arts. Student performance data will be collected from formal classroom assessments, formative and summative assessments, CMAS results, and national norm-referenced tests results, such as NAEP, as well as from parent, student and alumni surveys.

CMAS: VPAC will administer the CMAS performance-based assessments (PBA) and End-of-Year Assessments (EOY). CMAS tests are state mandated and designed to inform VPAC administration, teachers, students, and families, information to track the development of student success. The CMAS tests are high quality, computer-based 3–12 assessments in Mathematics and English Language Arts/Literacy. The tests are carefully crafted to give teachers, schools, students, and parents’ better and more useful information on how VPAC is preparing our students for their futures. VPAC will monitor state and district assessment requirements and standards to ensure VPAC is aligned to current state and APS assessment goals and standards.

ACCESS (WIDA): VPAC students identified as English Language Learners (ELL), Non-English Proficient (NEP) or Limited-English Proficient (LEP), ACCESS for ELLs will be administered. This assessment is to monitor individual student progress in English Language Proficiency (ELP) on an annual basis. The assessment serves as one criterion in determining when ELLs have attained language proficiency comparable to that of their English-proficient peers.

National Assessment of Educational Progress: VPAC will also utilize NAEP, as identified by the Principal, Academic, and Artistic Directors to assess and monitor progression of students in the arts. NEAP is currently being considered and identified due to the assessments available in the performing arts.

Internal Ongoing and Additional Assessments: In addition to formal, external assessments, VPAC will develop, implement and conduct ongoing formative and summative curriculum-based assessments and evaluations as part of instructional program. The curriculum being implemented will have regular assessment provisions embedded as part of the program that highlights and celebrates the inquiry-based learning approach. These interim assessments can inform instruction so teachers are able to discern whether their teaching is successful and determine if students are learning the material being presented. These continuing assessments also may be used in the implementation of or revisions to a student’s individual academic plan. Teacher-made assessments, both formative and summative, will also provide more frequent information on student performance, adding to the body of data on individual and school-wide academic performance.

The Principal and administration will continually evaluate whether other assessments and nationally-recognized tests would provide additional data useful in evaluating both individual student progress and the effectiveness of the curriculum and programming at VPAC in achieving the school mission to include performing arts. Internal assessments in this area will be specifically, designed by the Artistic Director and lead teachers of each discipline using performing arts curriculum and assessment examples as provided on the CDE website. Specific curriculum details will be tailored to the specific needs of VPAC with an associated evaluation rubric, which will also be created by the Artistic Director and lead performing arts teachers, to relate directly with the school’s vision and mission. As of 2018, these assessments include the following, and VPAC will continue to monitor CDE guidance to account for any changes in Year 1 and beyond.

Assessments	Frequency	Purpose
-------------	-----------	---------



Internal formative and summative competency-based assessments	Students take when ready with an established pace	Measure progress toward mastery, inform instruction If students are falling below the pace they need to achieve Adequate Yearly Progress, interventions are triggered
NWEA MAP and NAEP	3x/year, starting in August	Measure student progress toward school-wide goals
WIDA ACCESS	Annually (ELLs)	Measure growth of ELLs, diagnose language needs, inform ELD grouping
CO PSAT 10	Annually (9 th 10 th graders)	Measure student progress toward school-wide goals
SAT and ACT	Annually (11 th graders)	Measure student progress toward school-wide goals and college/career readiness
CMAS	Annually <ul style="list-style-type: none"> • Grades 6th-11th for English language arts • Grades 6th -8th and three times in high school for math • Grades 7th and 12th for social studies • Grades 8th and 12th for science 	Measure student progress toward state-wide expectations and school-wide goals
Colorado Alternate Assessment (CoAlt)	Annually (based on IEP requirements)	Measure progress for students with severe cognitive disabilities

Chart G.1.

VPAC will use the results of these assessments to inform continuous improvement and fulfill all state and district reporting requirements, including completion of the Unified Improvement Plan (UIP). VPAC Principal is responsible for compiling a monthly data dashboard for the Executive Director and to co-present to the VPAC Board and school community. VPAC is a transparent accountable school that will share achievement results in literature, during community events, presentations and on the school website. All student privacy considerations will be respected when reporting results to the community. The Executive Director will name a VPAC staff member to serve as the on-site Site Assessment Leader (SAL) and School Technology Resource (STR), who will attend all District assessment trainings, training all VPAC staff on assessment protocols, and serving as a liaison between the school and the District on all assessment matters. VPAC believes in informing students where they are, and what they need to progress. This will develop a strong level of ownership of their educational experience and enhance inquiry-based learning.

School Accountability Committee (SAC): The School Accountability Committee (SAC), comprised of the school principal, a teacher, parents, and community members as outlined in the APS bylaws, will administer an annual survey to students and parents. The survey will request input and feedback regarding the school. In particular, the student will be asked about safety and level of rigor and innovation in the core and performing arts classes, the degree to which students feel they are advancing academically, and how meaningful their engagement in the performing arts has been; students will be invited to make suggestions and recommendations as to how VPAC can improve upon these critical components of the school mission. The parent survey will ask parents of all grade levels to evaluate the school on these same components from their perspective; the survey will and shall ask the parents whether VPAC is preparing students for future success through rigorous and innovative academic instruction and meaningful engagement in the performing arts and will solicit feedback and suggestions for



improvement. At least 85% of the student and parent respondents will agree that VPAC is adhering to the vision of the school.



VPAC Performance

Section G2: Plan for Evaluating Pupil Performance: Data Management & Data Support For Teachers



Infinite Campus will be the platform used to manage data to drive instruction for teachers at VPAC. This is the APS district wide data management system. Infinite Campus has several capabilities particularly well suited for implementation at VPAC to aid in the development and implementation of VPAC specific measurements and tools to monitor the progress and growth of students and school. The Principal and Academic Director are responsible for ensuring the data system is effective.

Administrators need tools that enable effective management of students and staff. Student administration features should help automate and manage K12 education processes. This set of tools assists in the curriculum planning and management for setting standards, managing courses and scheduling effectively. Infinite Campus gives teachers an integrated set of intuitive tools for managing their classroom and helping them focus on teaching. Strong communication is important to student success. Parents with access to their student's assignments and grades are better informed and are more prepared at conference time. The same communication tools that notify parents of school closings, attendance issues or certain behaviors can also contribute to student achievement and effective management of daily operations. The system uses your data to populate standard reports and build customized reports to meet specific district needs. The system allows the user to make real time decisions with data managed across the district.

Data Cycles: VPAC is a whole child village approach in monitoring the success of students' educational experience. The data obtained by students' performance is utilized to celebrate strengths and build to support the areas of development both academically and artistically.

- **Students:** Students are responsible for owning their educational experience. In the inquiry-based learning approach, students are supported in monitoring their own growth and progress to align to the core and artistic standards of Colorado Academic Standards and APS PWR criteria. Students will be given the first right to name that they support and their voice will be elevated and valued.
- **Parents:** VPAC parents are constantly in every aspect of their student's growth and development. Quarterly parent-teacher conferences are scheduled for every student. Mid-quarter and quarterly report cards as well. Through PSN parent development trainings, parents and the community will be engaged and invited to attend data team meetings. If a student gets behind, they will communicate with their parent to support ownership of their educational experience and seek accountability from parents.
- **Teachers:** Teachers are responsible for regularly monitoring student progress and growth. VPAC recognizes that students will need support in developing self-sufficiency, independence, and data fluency, so teachers will use a gradual release support structure and coach students in using their data. Teachers are also responsible for referring students to the MTSS team if students are struggling with universal supports, typically students at or below the bottom 15% of students in a given cohort.
- **Administrators:** Administrators are responsible for training teachers to ensure they are supporting students in monitoring their data through PD on data-driven instruction, regular coaching, and transparent evaluation. Administrators are responsible for implementing school-wide corrective action if common issues emerge throughout the school year. Administrators are also responsible in providing stakeholders the ability to track progress toward individualized academic and non-academic goals using.

All of the data will be utilized in the previous explained data team meetings.

Section G3: Plan for Evaluating Pupil Performance: Performance Standards

VPAC is dedicated to monitoring student performance in academic, artistic and non-academic areas. Through inquiry-based learning, students will show grade level competency and demonstrate mastery to progress to the



next level. A student's educational experience will eventually demonstrate readiness for postsecondary and beyond success and ability to remain confident and healthy as a whole being.

Individual Career and Academic Plan (ICAP): VPAC will prepare students for the ICAP process defined by Colorado Department of Education. As defined by the CDE, "ICAP is a multi-year process that intentionally guides students and families in the exploration of career, academic and postsecondary opportunities." Students will be introduced to ICAP in grade 6. Although the ICAP process is only required for students in grades 9-12, introducing the ICAP process in middle school will help VPAC students become more aware of their unique strengths, interests and passions, and be college and career minded as they enter high school. The ICAP process will be an important tool for cultivating 21st Century Skills, fueling student engagement, and preparing VPAC students for high school, college and career.

Beginning in grade 6, all students will be introduced to the ICAP process and will learn about the eight ICAP quality indicators:

- self-awareness
- career awareness
- postsecondary aspirations
- postsecondary options
- environmental expectations
- academic planning
- employability skills
- personal financial literacy

Students in grade 6 will continue learning about the ICAP quality indicators, view sample ICAPs, and begin identifying their own strengths and interests. Students in grade 7 will continue to develop their ICAP through further strengths and interest assessments, more focused academic and career goal setting, and the opportunity to attend a college and career fair and to explore possible careers that may be of interest to them. Students in grade 8 will continue developing their ICAP in light of preparing for the transition to high school. All 8th grade students will be required to attend a college and career fair, and to review their ICAP as an exit requirement prior to completing 8th grade. To ensure a meaningful ICAP process for all students in grades 6-8, VPAC will utilize the many ICAP resources that are available from the Colorado Department of Education's¹⁸.

VPAC is unique in respecting the brain development of students. Many artistic students, are not linear in their engagement in the arts. Most students engaged in the arts show significant academic growth.¹⁹ While being engaged in arts education, it is often discovered that students may desire to inquire about other disciplines. This is aligned with the socio-emotional and brain development. Students are able to change their major at the beginning of 11th grade. There are many benefits and life-skills qualities that students can obtain by having access and being exposed to multiple disciplines. From mastering change dynamics, adaptability, discipline, retention,

¹⁸ www.cde.state.co.us/postsecondary/ICAP

¹⁹ <https://arts.ed.gov/services/PDCService.svc/GetPDCDocumentFile?fileId=28500>



demonstration, collaboration, self-advocacy, and many other non-tactile life-skills that provide tools to be productive beyond high school.

Promotion Standards: VPAC Students are promoted upon completing the units, core competencies, demonstrated mastery in performing arts, and contributor of community criteria. VPAC will follow the grade level academic performance expectations by grade as set by Colorado Department of Education and Aurora Public Schools. VPAC will create the artistic expectations by the department by Fall 2019. As middle school students advance, they will audition into the major they declare.

Beginner or Exploratory Artistic Level will be promoted based on demonstration of basic foundation technicality and small demonstration. As 8th graders audition into their selected major into Intermediate Artistic Level, promotion will be based on history, advanced technique, demonstration, and performance. Mastery Artistic Level will be based on history, perfect demonstration of technique, creative process of original work, demonstration, performance, internship, and student leading/mentorship. VPAC will utilize the CDE Arts Standards²⁰ while developing VPAC specific expectations. Students are expected to meet at least 75% criteria to be promoted.

There are a variety of ways for VPAC students to be engaged for retention and tracked to graduate. VPAC will provide supplemental support through a summer camp, after-school programming, and tutoring. This is to ensure students are properly equipped for success. This is not limited to just academic or artistic. The unique model of VPAC equally provides supplemental support to maintain high-rigor academics and arts.

Graduation Requirements: Students will graduate upon meeting or exceeding the APS graduation requirements. All VPAC students will meet the artistic standard and have a senior project to present. They will graduate with a professional portfolio of their performances, headshot and bios. The artistic skills will need to be demonstrated at mastery level to ensure students are college ready and beyond. All VPAC students will take the SAT and complete an VPAC-approved Capstone, and school leaders will work closely to ensure these Capstone projects meet or exceed APS expectations. Artistically every senior will present a senior project that utilizes collaboration.

Progress Monitoring: Teachers and advisors will constantly be aware and identifying students at risk of falling behind and referring them to the MTSS team for intervention. VPAC teachers are expected to know students as children of their own and will build solid relationships and trust while observing signs of falling behind before formal interim assessment data confirms any suspicions that a student is struggling. However, VPAC also has clearly defined trigger points in place to help teachers and families identify when students are at risk of falling behind.

1. Students in the bottom 15-20% on interim assessments, such as the NWEA MAPS, will be referred to MTSS and given Tier 2 interventions.
2. Students who aren't making adequate progress through coursework as measured by a consistent lack of progress over the course of two or more weeks.
3. Students with 3 or more referrals to Restorative Justice in a 6-week period will be referred to MTSS to determine the necessity of a behavior plan or other behavior supports and interventions.

Family Communication Plan: Students and families will receive regular updates on student progress toward mastery. Families will be contacted for positive referrals regularly. Infinite Campus' unique web-based app allows teachers, students, and families to share updates, check progress towards skill mastery and unit completion, and ask questions at any time. Additionally, parents/guardians will be invited to participate in regular presentations of learning and family/teacher conferences on an as-needed basis.

Section H: Enrollment Policy & Outreach

²⁰ <http://cde.state.co.us/coarts/statestandards>



Enrollment and Lottery Policies and Procedures: Visions Performing Arts College-Prep plans to launch in fall 2020 by filling 60 seats in 6th grade, 60 seats in 7th grade and 60 seats in 8th grade through the CDE lottery process. Year one budget is based on this 180-student enrollment, with additional students being added in grades 6-12 in subsequent years. A grade will be added per year. At full build out, VPAC will serve 100 students per grade level, for a total enrollment of 700 students. VPAC will be aligned as an open-enrollment charter school in compliance with the Colorado Department of Education standards C.R.S. 22-30.5-104(3)/C.R.S. 22-30.5-507(3). Founders and staff members children will not exceed 20% of enrollment. Letter of Intent forms can be found in Appendix H.1.

Parents or legal guardians request enrollment for the child(ren) they intend to enroll in the school by submitting an Intent to Enroll form prior to or during the school's open enrollment period, and prior to the lottery held each year. This open enrollment form will be available on the VPAC website, www.vpac2020.org and will be available in hard copy at public meetings or mailed via USPS to a family when requested prior to school opening. After school opening this form will be available at the school for future prospective families. Submitting an Intent to Enroll form in no way guarantees an invitation for enrollment, nor does it obligate the family to enroll their child(ren) should they receive an invitation. Families have until the first Friday of April every year to secure their students seat. This policy is clearly disclosed on the form. VPAC will follow the recruitment and enrollment timeline of:

Phase	Action	Date
School Vision and Intent to enroll forms	Community Meeting and Input	October 2017-fall 2020
	Strategic student recruitment at Community Events, Festivals, Performances, Churches, Current schools served, Aurora Central Library & Middle and Elementary Schools	March 2019-Ongoing
Enrollment/Securing Commitment	VPAC Open Enrollment period	January 15-March 1 2020
	Lottery window (if necessary)	March 1-15 2020
	Student notification window	March 15-30 2020
Maintaining Family Engagement	Ongoing outreach of Intent to Enroll Students to drive continued enrollment, Community Meetings, Monthly performances and events and festivals	March 2019-August 2020
	Family and Student Orientation events	April-August 2020
	VPAC Summer Camp	July 2019 July 2020
	1st Day of School	Mid-August 2020

Chart H.1.

Open enrollment period will begin on January 15 and end on March 1 2020. All applications received in this window will be eligible for enrollment. Applications will be collected by Founding Team and maintained onsite. Applications received after March 1 will be placed on a waitlist until an open spot becomes available. VPAC will conduct a random lottery if more applications are received than seats available. This lottery will be conducted within 15 days of the end of Open Enrollment window and notify families by mail and phone within 15 days of the lottery. The lottery proceedings will be open to the public and supervised by an independent organization, following Colorado "Open Meeting" laws.

VPAC will offer priority enrollment to the following groups:

- Founders and Board Members students and are exempt from the lottery.
- School Staff: School staff who are parents/legal guardians will be offered priority enrollment for their children. This includes all half-time and full-time staff.



- Sibling/Household: Siblings of current VPAC students will be offered priority enrollment. This includes all children whose primary caregiver is also the primary caregiver of another student or who has at least 50% joint custody of the student (including half siblings, step-siblings, adopted siblings, cousins, nieces, nephews, etc. If one student is admitted through a lottery or other means, the sibling(s) will be automatically enrolled if there is space at that grade level. If there is not space at that particular grade level, other arrangement will be made between the family and the Executive Director.
- Educationally Disadvantaged Students: Given the VPAC commitment to serving students who may not have experienced educational success in other schools, and per the Colorado Charter School Program (CCSP) Grant guidelines, VPAC will utilize a weighted lottery for Educationally Disadvantaged Students, including free or reduced priced lunch eligible students, students with disabilities (eg. identified with an IEP), migrant students, English Language Learners, neglected or delinquent students, and homeless students. The goal of this priority is to ensure VPAC reaches its target student population:

FRL	ELL	SPED	Latinx	Black	White	Other
70%	20%	11%	25%	50%	15%	10%

Chart H.2.

VPAC will comply with all relevant non-discrimination laws, including C.R.S. 22-30.5-104(3). VPAC has no entry requirements, and there will be no discrimination based on race, class, gender, religion, disability status (including students with an IEP or 504 Plan), or any other protected class, per state and federal law.

Aurora residents will be given priority enrollment, with remaining seats made available to residents outside Aurora. Students with sibling currently enrolled at VPAC will be given a priority enrollment, and students currently enrolled at the school will not need to reapply each year.

After the Open Enrollment deadline of March 1, and after a lottery within 15 days (if necessary), letters of acceptance will be mailed to each student who has a seat at VPAC. This letter will include the steps required to formally enroll in the school, including Audition Process. The school's Office Manager will manage the enrollment process, including space available, enrollments received, and waitlists (if applicable).

Required documents for enrollment, due prior to the start of school, include:

- Documents required by APS, including proof of address, documentation of a child's birth, parent/guardian ID, immunization records, and previous school information
- Emergency contact information
- Free and Reduced-Price Meal application (submitted to APS Nutrition Services in accordance with district policy and practice)
- ELL documentation, as described in the ELA section of this document

These documents will be collected and maintained by office staff, who will be on duty prior to the start of school in August 2020.

Audition Process: Although there are no entry requirements, every student will be asked to participate in the "Audition Process" to ensure attending a school with a performing arts emphasis aligns to produce student success. Auditioning is a skill required is performing arts is a career choice, and VPAC exposes students to this process during the Audition Process. The Audition Process is to familiarize students with what the audition aspect of performing arts and entertainment industry expectations are. Students will not be denied admission based off of performance in audition. Students will be assessed during the Audition Process and allow performing arts teachers to determine each student's strengths and areas of growth. This is an indicator to both students and families to familiarize them with the school focus of performing arts.



Audition Process is as follows:

- Each Department will have a full-day workshop and/or a full day audition process. Department Coordinators are responsible for determining the process
- A Student Interview
- A Parent Interview
- Welcome Night participation

Withdrawing and Transferring Students: Students withdrawing from VPAC will be asked to complete the withdrawal packet, which includes a parent survey with opportunities to share the reasons for withdrawal from the school, the contact information for the new school, and a release form so that VPAC can send any pertinent academic records and all legally required documents such as IEPs to the new school.

Parents of students transferring to VPAC after the start of the school year will be required to submit transfer paperwork and meet with the VPAC Executive Director at least one day before the student begins. The goal of this meeting is to discuss the school's mission & vision, school-wide and classroom expectations. Front Office staff members are responsible for working with transferring families to secure all necessary documents from the student's previous school, including IEPs, ALPs, and other student records.

Marketing and Recruitment Plan: With over 14 years experience in the community, VPAC has a strong support from the community. Through years of community meetings and utilizing the voice of community to shape VPAC, there are many grassroots efforts to aid in marketing and recruitment. With 20 Intent to Enroll forms and more than 20 partner organizations commitments, VPAC is confident that those numbers will rise quickly upon approval. VPAC has established and maintained long relationships and partnerships that contribute as well.

- **Monthly Community Meeting:** From October 2017 to December 2018, VPAC held meeting to obtain community input on the design of the school. The community members who contributed were, parents, students, teachers, administrators, funders, activist, elders, and small businesses. These meeting paused for the first quarter of 2019 for the completion of the charter application. Beginning in April 2019 the community meeting will resume to begin the marketing and recruitment process as well as cover the section of the charter application.
- **Monthly Youth Performance Events:** Since October 2017, VPAC has hosted monthly youth events in partnership with The City of Aurora. These events have served as a recruitment opportunity. These events paused for the first quarter of 2019 for the completion of the charter application. Beginning in April 2019 the events will resume to celebrate National Poetry Month.
- **Targeted Marketing to Prospective Families:** VPAC will continue to develop the brochures, flyers, and mailers that are currently being employed by VPAC staff and community members to recruit families for community meetings. All marketing materials will be translated into the most prevalent languages in our target neighborhoods, including Nepali, Burmese, Karen, Spanish, and English.
- **Visits to Feeder Schools:** VPAC is cultivating new relationships with feeder elementary and middle schools and neighborhood high schools to ensure that we recruit students in an ethical manner. For the schools that VPAC currently serves in APS, the schools are supportive of recruitment and aiding in sending families to enroll. We want to work with neighborhood schools that will be affected by our recruitment efforts. It's imperative that we develop positive working relationships with district schools. Over the course of spring and fall 2019, members of the VPAC founding team will conduct workshops and information sessions in these elementary and middle schools to spread the word about VPAC.
- **Current Program:** VPAC currently operates performing arts electives, workshops, and programs. This is a huge opportunity to receive recruitment for students.

Being fully enrolled is the core of sustainability at VPAC. Opening the school will maximize the relationships that have been built with students and families for over a decade. Many students who have completed VPAC



programming are now bringing their students to attend and have committed to intent to enroll forms. By continuing programming VPAC is keeping families engaged. The goal is to have collected interest forms matching at least 150% of our targeted enrollment by the first day of our open enrollment period.

Non-Discrimination Policy: VPAC will not discriminate against the enrollment of any student as per the CDE Non-Discrimination Policy for charter schools. The Executive Director, the Board and Principal are responsible for ensuring that the policy is upheld. As such, school enrollment will not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, socioeconomic status, language, sexual orientation or need for special education services.

Furthermore, VPAC will not discriminate on the basis of performing arts talent or ability, and enrollment will not be based in any way from an audition or of any assessment of a student's ability or potential in any artistic discipline. VPAC also prohibits discrimination in enrollment based on the academic ability of any student. After students are officially enrolled in the school, VPAC reserves the right to test to determine a student's academic knowledge using diagnostic or placement exams per The Colorado Charter Schools Act [C.R.S. 22-30.5-104 (3)].

Wait lists: When the school's student enrollment is at capacity, wait lists shall be prioritized according to Aurora Public Schools Policy. These priority lists will be created if the number of applicants exceed space available at VPAC.

Lottery: The community shall receive notice about the formation of the new charter school and of the enrollment lottery upon approval of the school charter application. All applicable dates and deadlines for the enrollment lottery of the initial year will be clearly communicated. Public meetings, website information, social media, posted notices, appropriate news press releases, and other methods approved by the Directors of the Board, school Principal, and Aurora Public Schools will provide adequate time and opportunity for all interested parties to submit Intent to Enroll prior to the lottery. VPAC's mission is to serve and provide access to underserved and underrepresented demographics, so the lottery will not be weighted.

The lottery process shall commence within one week after the end of the open enrollment period of the initial academic year. All students for whom an Intent to Enroll was received prior to the end of the open enrollment period and are eligible for enrollment will be assigned a unique identification number and placed on a list (by number). The list will be sorted using computer-generated, randomized numbers. Each entry is assigned a Lottery ID from 1 to N depending on where they landed in the sort. The Lottery ID will be utilized one time for the upcoming academic year only. Enrollment vacancies will be filled by grade, beginning with the highest grade for which there is one or more vacancies, and will continue in descending order (grade ten, grade nine, grade eight, and so forth) until all vacancies are filled for all grades. Following priority enrollment as noted above, enrollment invitations will be extended to students in order of their assigned Lottery ID (lowest to highest). To ensure authenticity and integrity of the lottery process, no less than two Directors of the Board and the Executive Director or Principal will manage the randomization of computer-generated Lottery ID assignments; the final sort will be printed and signed by all witnesses.

Section I: Governance: Governing Board



Governing Board: Visions Performing Arts College-Prep is seeking a charter contract with the Aurora Public Schools District that will add to the district's rich and impactful foundation of school choice and fulfills a need for a performing arts charter school in APS.

VPAC has been operating for over 14 years in the community. In 2010, when the community demanded growth into a full fledge school model, it required Board evaluation. One of the developments since deciding to move forward in developing a school was Board development and recruitment of charter school experience on the Board. Through long term relationships the founding board for the school served as a revitalization of the organization and filled gaps. From charter school start-up and development to large projects VPAC has fulfilled a balanced Board with passion and expertise.

VPAC's Founding Board works closely with the Colorado League of Charter Schools to ensure the Board has access to regular, high quality Board training. The Board will be responsible for conducting annual evaluations of the effectiveness of the Board using the Colorado Department of Education Board Evaluation Tool. This tool measures eleven key responsibilities of charter Board members and gives Board members an opportunity to self-assess against 25 statements. After each school year, the Board will conduct this evaluation, discuss the results, and make plans to improve in the coming school year.

VPAC Advisory Board is an advisory board is made up of individuals who have supported VPAC's growth and who have expertise in charter schools administration and finance:

- Dr. Anthony Young, Retired. Educator, Charter School Founder and Psychologist
- Senator Rhonda Fields, State of Colorado
- Maisha Fields, Educator, Nurse Practitioner

Board Member Recruitment and Development: A Board Development Committee shall be elected by the Board to represent diverse aspects of the community. The Board Development Committee shall have three board members, including the Board Vice President. Committee members shall serve one-year terms. The Board Development Committee shall be responsible for developing nominees for board elections, board committees, and planning board training and development.

All VPAC Board contribute to recruiting members by leveraging personal and professional networks, community and business leaders, and charter organizations. Candidates will be interviewed by the Board Vice President and the Executive Director. Upon approval, candidate will be interviewed by a panel composed of other Board members, parents/guardians and Principal, and students before being voted on by the full Board. Candidate may be asked to perform or contribute to an immediate need. All new members will undergo governance training and agree to all Board policies through a Board Member contract. This contract will outline all roles and responsibilities of Board members, including all requirements set forth in bylaws, as well as fundraising and community engagement activities, meeting attendance, etc.

Board members are actively being recruited through school committees, email communications to the parent community, via the VPAC Facebook page, and through community meetings. Potential Board members will be asked to serve on a volunteer committee and to perform tasks to help in the development of VPAC. During this time period, Board members will be evaluated on their dedication to the mission and vision of the school, work ethic, personality, and ability to work within a group.

Governance Model: VPAC Board of Directors ("Board") will be the ultimate authority and policy making body for the school. The Board will provide general oversight for all aspects of the school, including finances, academics, operations, community engagement, legal compliance, and other functions of the School. The Board will hire an Executive Director to carry out the day-to-day operations of the school, and will monitor and evaluate the



Executive Director's performance at least annually to ensure compliance with school policies, and his or her effectiveness in carrying out the mission of and meeting the Board's goals for the School.

Legal Status: The School will be operated as Visions Performing Arts Company DBA Visions Performing Arts College-Prep, incorporated under the laws of the state of Colorado as a not-for-profit corporation. As such, it will be afforded all the rights, protections, duties, responsibilities, powers, and obligations of a Colorado not-for-profit corporation. In addition, VPAC has applied and been approved, since 2011, by the Internal Revenue Service for a determination of tax-exempt status under section 501(c)3 of the Internal Revenue Code, meaning that the school is able to receive tax deductible donations and pursue grant funding from grant-making foundations and institutions that are only able to donate to 501(c)3 designated entities.

Articles of Incorporation: VPAC is incorporated as a non-profit organization. The charter is held by the Board of Directors of VPAC. The articles of incorporation are provided in Appendix I1:1.

Board of Directors Composition and Qualifications of Board of Directors: VPAC Board is a seven-member, elected Board of directors, serving for staggered, three-year terms. The VPAC bylaws must be adhered to Board expectations at all times. In addition, current qualifications for Board membership are the following:

1. Eighteen years of age or older;
2. An interest in underserved children and arts education;
3. Enthusiasm for VPAC and conviction in its purposes;
4. Willingness to give time and energy to VPAC;
5. Specific skills to address certain oversight areas, determined by the Board;
6. Willingness to attend all meetings and trainings;
7. Commitment to raise \$5,000 for Board contribution;
8. Ability to represent the community and interpret community needs;
9. Willingness to support and accept decisions democratically made; and
10. Ability to represent VPAC to the community.

Current Board Membership:

Jaye Lucas: Board Chari, Independent Contractor, Prime Mortgage

Dr. Carolyn Jones: Board President, Retired educator of over 45 years

DeEtta Boganey: Board Vice President, Successful international entrepreneur

Ishamud Spade: Board Treasurer, CPA

Dr. Katherine Casey: Voting Member, Education Consultant

Elerie James: Voting Member, RN

Arlene Williams: Voting Member, RN

Board Duties, Responsibilities & Expectations: VPAC Board is a Governance Board, which is not involved in the daily operations and activities. Daily operations will be in the Executive Director job description. The Board will hire, evaluate, and directly supervise the Executive Director, who, in turn, is responsible for the school operations, including hiring, evaluation and supervision of all other employees of VPAC. Per the VPAC Bylaws found in Appendix I:2, the particular duties of officers are:

There shall be four officers of the Board consisting of a President, a first Vice-President, Secretary, and Treasurer. The officers shall be elected by the Board at the November Board Meeting after the at-large members are seated. Their duties are as follows:



The **President** shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: Vice-President, Secretary, and Treasurer.

The **Vice-President** will chair committees on special subjects as designated by the board.

The **Secretary** shall be responsible for keeping records of Board actions, including managing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained.

The **Treasurer** shall make a report at each Board meeting. Treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

The Board will articulate the organization's goals and ensure adherence to its educational model. The Board will work collaboratively to create and review policies regarding its organizational mission, values, and purpose. The Board is legally responsible for ensuring adherence to legal standards and ethical norms across all phases of the organization. The Board also provides for fiscal accountability, approves the budget, and formulates policies to strengthen programs and activities and ensures that such are consistent with the school's mission, values, and purpose.

The Board governs by setting goals for the school, establishing policies to affect those goals, approving a budget, and otherwise empowering the Executive Director with clear guidance for operating the School. In concert with the Executive Director, the Board establishes priorities for governance. In addition to ensuring appropriate tasks are completed in the short term, the Board will ensure that appropriate measures are taken such that VPAC is prepared to accomplish mid and long-term goals.

The Board's governance process will be driven by a philosophy of always doing what is best for students. The Board will ensure the School is an organization that treats individuals with dignity and respect and promotes excellence in all that it does. The Board is the steward for the mission, vision, and core values of VPAC. The Board believes that positive personal relationships are key to success, and members of the Board will be expected to develop and nurture positive relationships with stakeholders. The Board will strive to govern as one, unified Board on behalf of its entire constituency. The Board will govern as a single entity via formal votes, actions, and statements made as a Board in public meetings.

The Board will set goals and performance standards for the Executive Director annually, to coincide with and inform the renewing of the Executive Director's contract. In addition to setting annual goals and performance standards, the Board may choose at its discretion to modify the Executive Director's job description to better align and harmonize Board vision with daily operational activities/tasks. The Executive Director will provide a monthly report to the Board at each regular Board meeting. The Board will meet with the Executive Director, as needed, to review performance and progress in meeting those goals. Annually, the Board will conduct a formal evaluation of the Executive Director's performance. Typically, this review will precede the renewal of the Executive Director's contract. The evaluation tool used for the Executive Director will be co-constructed with the Community, families and Board Members by December 2019. Members of the Board are also required to abide by the Conflict of Interest policy and to sign the annual Board code of conduct declaration.

Terms: Board members shall serve a term of three (3) years from the date of their appointments or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual elections. After election, the term of a director may not be reduced, except for cause as specified in



VPAC bylaws. Board members shall take their seat beginning in the regular meeting held in August of each year. The three-year term ensures consistent change process and full implementation of programming.

Resignations: Any Board member may resign at any time by giving written notice to the Board's President or Secretary. Such resignation shall take effect on the date of the receipt of such notice or at any later time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Deemed Resignation: A Board member having three (3) or more consecutive absences from the regular meetings of the Board of Directors shall be deemed to have resigned as a Board member. Board members shall be removed in the manner provided by the Colorado Revised Nonprofit Corporation Act²¹.

Removal by Board of Directors: Board members may be removed as provided in the Colorado Nonprofit Corporation Act.

Vacancies: Upon vacancies on the Board, the remaining Board members shall appoint a replacement within ninety (90) days. The Board member appointed or elected shall hold office until the end of the term of the director whose vacancy s/he is filling.

Board Meeting & Agenda Setting: Once VPAC becomes a public charter school, the Board will be subject to and operate in accordance with the Colorado Open Meetings Act. The Board will typically meet at least monthly for a regular meeting, which will be open to the public and provide for public comment. The monthly meeting day will be set on an annual basis and communicated via the School's website.

The Board Chair, in consultation with the Executive Director, will send a draft agenda the week prior to the regular Board meeting to all members of the Board. Board members may review that draft and suggest revisions or request additions to the Board Chair for consideration. Prior to this meeting the Board President may meet with the Executive Director to review the agenda for that meeting. At that time, they will also review upcoming agendas and prioritize future actions as necessary. Items requiring Board approval will be clearly identified on the agenda as "Action Items" and will be posted prior to the occurrence of the regular meeting as required by statute. The Board may schedule additional Special Meetings or Work Sessions as required to ensure the business of the school is completed in a timely manner. When permitted by statute, the Board may meet in Executive Session closed to the public.

Place of Meetings: The Board of Directors may hold its meetings at any place or places within the state of Colorado, as the Board may determine. All notices of Board meetings shall be given, and all such meetings conducted and their minutes kept in conformity with the Colorado Open Meetings Act²².

Regular Meetings: The Board of Directors will meet at least once a month when school is in session. The Board of Directors may provide, by resolution, the time and place for the holding of additional regular meetings without other notice than such resolution, and as required by Colorado's Open Meetings laws. All regular meetings of the Board shall be open to the public, except for executive sessions thereof. The Board of Directors shall set a schedule of meetings for the upcoming year at the beginning of each school year. Such a schedule will be publicly posted on VPAC' premises or electronically posted on VPAC' website.

²¹ <https://leg.colorado.gov/sites/default/files/images/olls/crs2017-title-07.pdf>

²² <http://coloradofoic.org/files/2013/12/Title-24-Article-6.pdf>



Special Meetings: Special meetings of the Board of Directors may be called by or at the request of the President or any two Board members. The person or persons authorized to call special meetings of the Board of Directors may authorize any location as the place for holding a special meeting called by the Board of Directors.

Notice: Notice of any special meeting shall be given at least twenty-four (24) hours before the meeting. A Board member waives notice of a regular or special meeting by attending or participating in the meeting unless, at the beginning of the meeting, s/he objects to the holding of the meeting or the transaction of business at the meeting. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting.

Quorum: A quorum shall consist of a majority of Board members for the transaction of business at any meeting of the Board of Directors. If less than such majority is present at a meeting, a majority of the Board members present may adjourn the meeting from time-to-time without further notice, for a period not to exceed thirty (30) days at any one adjournment.

Voting: No action of the Board shall be considered legal or binding unless approved by an affirmative vote of a majority of a quorum at a regular or special meeting of the Board. Said action to be binding shall be recorded in the official minutes of the Board.

Telephonic Meetings: One or more members of the Board of Directors, or any committee designated by the Board, may participate in a meeting of the Board of Directors (or a committee thereof) by means of conference phone or similar communications equipment by which all persons participating in the meeting can hear one another at the same time. Such participation shall constitute presence in person at the meeting. Any such meeting shall comply with the Colorado Open Meetings Act.

Waiver of Notice: Any Board member may waive personal notice of special meetings. A waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. The attendance of a director at any meeting also shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Proxies: Voting of Board members by proxies shall not be permitted.

Alternates: An absentee Board member may not designate an alternate to represent him/her at a Board meeting.

Compliance with Open Records Laws: The Board will abide by open records laws. Generally speaking, the school will develop procedures to make the records available to a requesting party within three working days of a request unless the request violates privacy federal or state laws, and/or including but not limited to, the Family Educational Rights and Privacy Act²³.

Board Orientation and Ongoing Training: All new members of the Board are given an orientation that includes an overview of the following:

1. Charter Schools;
2. The School's educational model;
3. Board governance model, responsibilities and expectations;
4. Open meetings and open records laws; and
5. Conflicts of interest.

²³ <https://www2.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf>



During the first year of a new Board member's term, he or she is expected to read at least 3 of the following (copies will be provided and/or circulated as needed):

- Charter School Board University
- The Colorado Charter School Act
- VPAC Charter Application
- Teaching Community by bell hooks
- Quality Principles for Competency-Based Education by Chris Sturgis and Katherine Casey
- Driven by Data by Paul Bambrick-Santoyo
- Rethinking Schools: An Agenda for Change by David Levine, Robert Lower, Bob Peterson, and Rita Tenorio
- Teaching Critical Thinking by bell hooks

New Board Members are expected to complete the Colorado Department of Education's Charter School Board training modules during their first term on the Board. In addition, the Board will strive to hold a Board retreat once a year for purposes of planning and training. The Board will also send new Board members to the annual Colorado League of Charter School's conference, for additional networking and training opportunities.

- The Colorado League of Charter Schools' Annual Colorado Charter Schools Conference
- Customized Governance Training by the Colorado League of Charter Schools
- Annual Board Retreat
- CDE Charter School Board Training Online Modules
- All Board members, including future Board candidates, will be required to attend training sessions that are held by the CDE in conjunction with the Colorado League of Charter Schools.

Internal and External Evaluations: The Board of Directors will annually evaluate its effectiveness. The evaluations will include self- assessments and external assessments. These evaluations will measure:

- Board Operations
- Adherence to Vision and Mission of the School
- Effectiveness of Strategic Plan
- Policy Development
- Effective Meetings
- Legal Issues
- Accountability & Accreditation



- Effective Meetings
- Financial Oversight

Based on the above evaluations, a training plan will be forged for Board members over the following year with the goal of improving Board function. External evaluations will be conducted annually and will include 360 degree feedback from parents, staff, administration, and students regarding the board's function. Self-assessments by individual Board members will be conducted quarterly and will be used for training and goal setting.

Daily Financial Operations: VPAC shall establish numerous procedures and controls to facilitate the preparation of accurate financial statements and minimize the ability for unauthorized use of VPAC' funds. Included among these procedures and controls are segregation of responsibilities between individuals who prepare and process disbursement requests and those who are authorized to approve a disbursement by signing checks for approved services and acquisition of supplies. In addition, the annual budgeting process provides a means to measure the accuracy of both interim and year-end information that is prepared by VPAC' staff. The Treasurer of the Board of Directors shall be actively involved in the monthly and year-end closes of VPAC' books. Finally, an annual audit is conducted by an independent accounting firm, the objective of which is to express an opinion that the annual financial statements of VPAC are not materially misstated.

Board and Administrator/Staff Relationship: Board of Directors will have an effective working relationship with the Executive Director and will refrain from being involved in the daily operations of the school. They will work together to develop the strategic plan, long-term growth plans, financial plans, and policy development.

The Executive Director, who will manage the daily operations of the school, is in charge of implementing the policy and goals of the board, be involved in the strategic planning process. The Principal will be given the authority to organize, and supervise the staff, and allocate resources within the budgetary guidelines developed by the board.

The Board will support the Executive Director by ensuring that he or she has the necessary resources to accomplish goals and by conveying confidence in day-to-day decision making. The Board will also invite the Executive Director to evaluate the Board's effectiveness.

The Board will build positive relationships with the staff by communicating with them regularly and attending school functions. While building an open and honest relationship with the staff, it will again be the board's policy to maintain an appropriate distance from the daily decision making. The staff of VPAC will have a voice as well during the development of the strategic plan.

Community Input and Participation: VPAC Board invites and respects the opinions of parents and the general public. Since VPAC's inception, the community has driven the direction and growth. The Board will continue to keep open and honest communication between the Board and the parents and the general public without circumventing the proper channels of communication between the Executive Director and the teachers. Good communication in the school is critical to the success of the school. In order to accomplish this objective it is the Board's policy to allow parents and members of the general public to provide comments during regular meetings of the Board of Directors. In order to ensure a fair opportunity for public comment and to allow the Board to maintain control of its meetings, a public comment period will be provided at all public meetings of the Board of Directors.

Conflict of Interest Policies: The Board takes conflicts of interest very seriously. Board policy requires that any and all conflicts or potential conflicts of interest are disclosed and that any individual involved recuses him or herself from the decision-making. Board members do not receive compensation for their service on the Board, nor are



they allowed to be employees of the organization. Additional information about the conflict of interest policy can be found in Appendix I1:3.

Non-Discrimination Policy: Non-discrimination is a priority of the Board. The Non-Discrimination Policy can also be found in Appendix I1:4

Grievance Procedure: The Board takes the concerns of staff and parents seriously. As a result, the Board has adopted specific grievance procedure for both staff and parents to ensure that any complaints or concerns are heard and resolved in a fair manner. The procedure can be found in Appendix I1:5.

Advisory Committee: The Board of Directors, by resolution adopted by a majority of the full Board of Directors, may appoint advisory committees to the Board of Directors as deemed necessary. Committees may be composed of parents, staff, community members or others or a combination thereof with final approval by the president. At least one member of the Board of Directors shall serve on each advisory committee, with the exception of the School Accountability Committee (SAC) on which no Board member shall serve. The School Accountability Committee (SAC) will be comprised of the school principal, a teacher, parents, and community members. VPAC will meet all statutory requirements for SAC as outlined in the APS bylaws.

All committees shall elect a chairperson. All committees shall be created by the Board, which shall set forth the charge of the committees. The Board possesses certain legal power and prerogatives, which cannot be delegated or surrendered to others. Committees shall report as directed by the Board and terminate their operations on completion of their charges, as determined by the Board. All committees shall post notices of meetings, hold meetings open to the public, and keep and disclose minutes as required for the Board by the Colorado Open Meetings Law. Minutes of such meetings shall be promptly forwarded to the Board.



Section 12: Governance: Legal Status and Governing Documents

Legal Status: The School will be operated as Visions Performing Arts Company DBA Visions Performing Arts College-Prep, which is incorporated under the laws of the state of Colorado as a not-for-profit corporation. As such, it is afforded all the rights, protections, duties, responsibilities, powers, and obligations of a Colorado not-for-profit corporation. In addition, VPAC is recognized as a tax-exempt organization under section 501(c)3 of the Internal Revenue Code, meaning that the school will be able to receive tax deductible donations and pursue grant funding from grant-making foundations and institutions that are only able to donate to 501(c)3 designated entities. The structure of the organization is outlined in the attached By-laws in Appendix I1:2, which describes the powers of Directors, election and removal procedures, open meeting procedures, voting rules, terms of office, Board officers, Board committees, conflict of interest considerations, and other elements of the governing Board. Additionally, the Board will ensure federal, state, and local requirements are rigorously followed, including the Family Educational Rights and Privacy Act, Colorado Open Meetings Act, and Colorado Public Records Act²⁴.

School Accountability Committee (SAC): VPAC's School Accountability Committee will comply with all state expectations in terms of roles and responsibilities and composition. The SAC will meet each month and a SAC member will report to the VPAC Board monthly.

The VPAC SAC has the following responsibilities:

- Review school budgets and make recommendations to the principal on the school priorities for spending school moneys, including federal funds, where applicable;
- Support the development of a school Performance or Improvement plan, if either type of plan is required, as required by state law;
- Meet at least quarterly to discuss whether school leadership, personnel, and infrastructure are advancing or impeding implementation of the school's Performance, Improvement, Priority Improvement, or Turnaround plan, whichever is applicable, and other progress pertinent to the school's accreditation contract;
- Publicize opportunities to serve and soliciting parents to serve on the SAC;
- Assist the school in implementing an authentic parent engagement policy;
- Assist school personnel to increase parents' engagement with teachers, including parents' engagement in creating Individual Career and Academic Plans, and to address habitual truancy.

SAC Composition: In accordance to the State expectations, the SAC will be composed of the following members:

- The Principal;
- At least one teacher who provides instruction in the school;
- At least three parents of students enrolled in the school;
- At least one adult member of an organization of parents, teachers, and students recognized by the school;
- At least one person from the community;
- At least one student.

²⁴ https://www.sos.state.co.us/pubs/info_center/laws/Title24/Title24Article72Part2.pdf



Section I3: Governance: Oversight of Operations

School Oversight: The VPAC Board of Directors is responsible for managing VPAC and ensuring the students and staff are meeting school goals and will do so in the following ways:

- Monitor academic performance at each Board meeting, including interim assessments, performance trends, and successes and risks to meeting goals;
- Monitor financial metrics at each Board meeting;
- Monitor semester student, staff, and parent/guardian surveys to ensure satisfaction;
- Regular check-ins with Executive Director for a school update and Q & A;
- One Board member will serve on the School Accountability Committee and report back to the Board each month;
- Board members will visit the school at least once a semester and observe classes according to a rigorous rubric agreed upon by the Board;
- Form and appoint Board members to serve on subcommittees focused on particular high impact areas of school governance;
- Actively engage with families and students to ensure all voices are heard;
- Conduct regular self-assessment, evaluation and professional development to ensure good governance is being practiced at all times;
- Execute an annual external audit of the school's finances;
- Annually review and revise schoolwide goals around operations, finances, and academics to ensure high expectations and alignment to APS performance frameworks.

The Board is also responsible for hiring and annually evaluating the Executive Director.

The Founding Board is committed to ensuring a smooth transition to a permanent Board upon approval. As described above, this will include recruitment of VPAC parents/ guardians and community members to serve on the Board to ensure it is fulfilling its mission and promise to the VPAC and APS community. The Founding Board, in collaboration with the Advisory Board described above will audit all areas of expertise to ensure all gaps are filled and that the right people are at the table in Year 0 and beyond. This Board development process will culminate in a full, operational Board in summer 2019 and will continue to build in capacity and skill throughout the critical formative years of the school.

Organizational Plan: As described in Section O, the Executive Director and Principal at VPAC are responsible for all day-to-day operations of the school. The Principal reports directly to the Executive Director who reports directly to the Board, who is ultimately responsible for the sustained health of the school. To ensure appropriate oversight, the Board will maintain committees that are responsible for discreet areas of school performance. These committees are subject to change as needs arise, and could include the following:

- Executive Committee, responsible only for fiduciary matters, risk management, and for meeting governmental regulation;
- Recruitment Committee, responsible for recruiting and vetting prospective Board members;
- Finance Committee, responsible for monitoring financial health and sustainability of the school and organizing the annual third-party audit;
- Community Empowerment Committee, ensuring the VPAC community stakeholders are an integral part of VPAC decision making;
- Education Committee, responsible for monitoring academic performance metrics and communicating closely with the Principal to ensure adequate progress is being made by all students.



Executive Director: The Executive Director shall be subject to the direction and supervision of the Board Directors. The Executive Director shall be the chief officer of the school with general responsibility for all day-to-day operations of the school. The Executive Director proposes, prepares and presents to the Board of Directors specific programs and activities that will further the school's mission and vision. The Executive Director directs and supervises the implementation of the programs and activities approved by the Board of Directors. The Executive Director performs all other duties and responsibilities as from time to time may be assigned or delegated to the Executive Director by the Board of Directors.

The Executive Director will be dedicated to VPAC's vision, mission and educational philosophy, under the direction of the Board of Directors. The Board delineates its role as the policy making body by holding the expectation that the Executive Director will be responsible for the following items above and beyond that of his/her job description and/or additional goals/objectives set forth by the Board of Directors:

1. Manage day-to-day operations of the School, collectively, with the appropriate administrative staff, including, but not limited to School academic and artistic performance measures, personnel, financial matters, facilities and operations, and other areas as requested by the Board.
2. Provide leadership and assistance in guiding the Board in the vision, philosophy, mission and strategic direction.
3. Not knowingly cause or allow any practice, activity, decision or organizational condition which is unlawful, imprudent, or in violation of the highest standards of professional ethics.
4. Create a culture and environment that is fair, safe, dignified, culturally responsive, and academically stimulating.
5. Enforce discipline practices and policies that respect cultural differences and are grounded in the dignity of every student.
6. Ensure that the school program is compatible with the legal, financial and organizational structure of the school district.
7. Manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine.

Shared Responsibilities with the Principal are:

1. Create a sense of belonging for students, educators, families, and community partners.
2. Collaboratively craft a lean, comprehensive, outcomes-oriented strategic plan with annual goals.
3. Recruit students/families and leverage community partners to fulfill key roles
4. General supervision of the grounds and building of the school. The safety of the students is a primary responsibility, and school premises should be inspected regularly, giving careful attention of safety factors.
5. Encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.
6. Manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine.



The Executive Director has a primary role in the fiscal responsibility and oversight for the School. Accordingly, the Executive Director will not:

1. Expend more funds than have been authorized in the budget or received in the fiscal year unless revenues are made available through other legal means, including Board of Directors authorized use of fund balances, or Board of Directors authorized transfer of funds from reserves.
2. Indebt the organization in an amount greater than can be repaid by certain, otherwise unencumbered revenues within sixty days without approval of the Board of Directors.
3. Permanently transfer unencumbered moneys from one fund to another, unless approved by the Board of Directors in accordance with state law.
4. Fail to settle payroll and vendor obligations and bonded indebtedness in a timely manner.
5. Commit to any single, non-budgeted or pre-approved purchase or expenditure greater than \$5,000 except in cases of clear emergencies or legal needs.
6. Fail to ensure that any purchase is based upon prudent judgment and sound financial practice, including precaution against conflict of interest, comparative prices based on items of similar quality and balance between long-term quality and cost.
7. Allow procurements of \$5,000 or more for the purchase of supplies, materials and equipment, and any contracted services except professional services without having obtained comparative prices and quality, or over \$50,000 without a formal competitive bidding process.
8. Allow reports or filings required by any state or federal agency to be overdue or inaccurately filed.
9. Receive, process or disburse funds under controls that are insufficient under generally accepted accounting procedures.
10. Fail to keep complete and accurate financial records by funds and accounts, including school activity accounts, in accordance with generally recognized principles of governmental accounting.

The Executive Director is responsible for the following: hiring and evaluating the Principal, Academic Director, Artistic Director, Business Manager, Technology Integration Specialist, teachers, and other staff; directing grant and fundraising efforts; assisting the Board with its long-term strategic plan; and managing the development of the annual school budget.

The Executive Director shall approve the monthly dashboard tool prepared by the Principal to monitor key performance indicators of the school. This dashboard will be used by the Principal as part of his or her monthly reporting to the governing board. The specific details of the data provided in the dashboard will be further developed as the school begins operations. Dashboard data will be consistent with Colorado League of Charter School and CDE recommendations, and may be similar to the samples provided on the CDE website: <http://www.cde.state.co.us/cdechart/guidebook/gov/index>. Dashboard data shall change over time depending on school performance and the current challenges facing VPAC.

The hiring process for the Executive Director will follow the VPAC process that will be finalized by August 2019. The hiring process for the Executive Director will begin and comply with the CDE CRS 24-6-402(3.5) by making public the list of all finalists under consideration for the position no later than fourteen days prior to employing on of the finalist to fill the position, including already named people. No offer of appointment or employment shall be made prior to this public notice.

Dr. Auset Maryam, VPAC's founding Executive Director is currently the Founder and Executive Director of VPAC. This is the projected Executive Director of VPAC. VPAC is finalizing the succession plan for Executive Director by Fall 2022.



School Principal Qualifications: The founding VPAC Leadership must possess unique skills and traits that balance one another to lead VPAC's unique school model. To find the right candidate, the Executive Director and Founding Board developed a rigorous interview process including the following domains:

- **Cultural Arts Value**
 - Honor African and Latinx performing arts.
 - Understands the need for representation in the arts and entertainment industry.
 - Committed to giving voice to cultural creatives.
 - Demonstrates respect and honor of cultural arts.
- **Community**
 - Honor community input
 - Understand community demand of VPAC in Denver Metro area.
 - Committed to summer pilot school model and refine design with community.
 - Demonstrates elevating underserved communities and demographics.
 - Recruit talented educators and leverage community partners to fulfill key roles
- **Planning Power**
 - Honors effective transparent communication.
 - Understands the need for proper planning while being able to improv when needed.
 - Committed to guiding the planning with all stakeholders input
 - Demonstrates collaboratively a comprehensive, outcomes-oriented strategic plan with quarterly, semester and annual goals.
 - Continuously assess, adjust and align resources (people, time, and money) to meet annual goals.
- **People Power**
 - Honors every contributor equally in the VPAC model.
 - Understands the importance of whole person approach and not transactional approach.
 - Committed to creating a sense of belonging for students, educators, families, and community partners.
 - Demonstrates ability to inspire, retain, and empower students, staff, and families to invest in school vision and to iterate systems until it is mastered.
 - Win over resistant stakeholders who fear change and/or harbor low expectations.
- **Village Mindset**
 - Honors discipline practices and policies that respect cultural differences and are grounded in the dignity of every student.
 - Understands the importance of creating a culture of culturally sensitive communication that leverages the strengths of linguistic, cultural, and socio-economic diversity.
 - Inclusion of family and community wisdom throughout classrooms and school policies/practices
 - Educators routinely reflect, address, and redress cultural biases
 - Committed to modeling Village mindset with leadership team and Board of Directors
 - Demonstrates leadership in a shared model while being accountable as a leader
- **Data and Instructional Power**
 - Honors data for instruction but does not define or judge the student by the data.
 - Understands all pieces of data, including non-instructional, impact instruction.
 - Committed to creating a no-blame highly productive culture of data, where teams own data and are grounded in searching for root causes and testing hypotheses.
 - Demonstrates courageous by engaging in difficult conversations with students, families, educators and community partners to deepen quality of student learning and instructional experiences.



In addition to the domains above, VPAC leaders must have a strong track record in the following competencies:

- **Extreme ownership:** takes ownership over everything in VPAC's world, checks their ego, leads both "up and down the chain," and specializes/prioritizes/executes.
- **Emotional awareness:** is acutely aware of small shifts in social dynamics during social interactions, and immediately adjusts to meet an ever-changing social environment.
- **Empathy:** communicates and acts in a way such that others feel compassion, even in the worst of times.
- **Critical Consciousness:** the ability to see social, political, and economic oppression in any situation and take action against it
- **Follow-through on commitments:** Lives up to verbal and written agreements, regardless of personal cost.
- **High standards:** Expects personal performance and team performance to be nothing short of the best.
- **Organization and planning:** Extremely organized and streamlined systems that are easy for all involved to understand and use. Plans, organizes, schedules in an efficient, productive manner.
- **Openness to criticism and ideas:** Often solicits feedback and reacts calmly and productively to criticism or negative feedback.
- **Communication:** Speaks and writes clearly and articulately without being overly verbose. Maintains this standard in all forms of written communication, including email.
- **Teamwork:** Reaches out to peers and cooperates with supervisors to establish an overall collaborative working relationship.

These domains and competencies were developed based on research into the role of the principals, successful principal hiring and evaluation rubrics, and critical practices to establish and anti-racist culture. The ideal candidates would have at least 7 years of experience serving underserved communities, prior experience being on the founding team of a new school, and a master's degree in school administration, principal certification, and experience as a building principal is highly preferred. VPAC's founding principal should expect to serve a 5-10 year term.

This process has resulted in the hiring of a high-quality leader with experience with secondary schools in the Denver Metro Area that serve populations similar to the VPAC target student population.

[REDACTED], VPAC's founding Principal is currently [REDACTED] at [REDACTED] in [REDACTED] and is completing his doctoral program in [REDACTED]. This is the projected principal of VPAC.

Leadership Job Description: Principal Job Description

Principal

1. Create a culture of culturally sensitive communication that leverages the strengths of linguistic, cultural, and socio-economic diversity.
2. Ensure arts integration in core and core integration in arts is applied.
3. Manage Academic and Artistic Directors
 1. Inclusion of family and community wisdom throughout classrooms and school policies/practices
Educators routinely reflect, address, and redress cultural biases
 2. Recruit, retain, and empower talented educators to invest in school vision and to iterate systems until it is mastered.
 3. Continuously assess, adjust and align resources (people, time, and money) to meet annual academic goals.
 4. Develop and implement an effective instructional program appropriate to the pupils in his/her school.
Careful attention should be given to the supervision of teachers and other instructional personnel working in the school, including both full and part-time personnel.
 5. Provide direction to staff in implementing goals and objectives and facilitate the professional growth of the school staff and enhance the quality of the instructional program.



6. Evaluate student progress in the instructional program by means that include the maintaining of up-to-date student data
7. Co-construct and disseminate information about school disciplinary policies and procedures to parents, students, staff and community

Shared Responsibilities with the Executive Director are:

2. Create a sense of belonging for students, educators, families, and community partners.
3. Collaboratively craft a lean, comprehensive, outcomes-oriented strategic plan with annual goals.
4. Recruit students/families and leverage community partners to fulfill key roles
5. General supervision of the grounds and building of the school. The safety of the students is a primary responsibility, and school premises should be inspected regularly, giving careful attention of safety factors.
6. Encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.
7. Manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine.

Following the passage of Senate Bill 10-191²⁵, VPAC and its Board of Directors will utilize the comprehensive educator evaluation process, and the model system developed by the CDE when evaluating the principal and staff. The Board of Directors will be responsible for evaluating the performance of the Principal on an annual basis. A copy of the Principal evaluation rubric will be completed by May 2019.

The principal will be evaluated on, but not limited to, the following:

Student achievement outcomes which may include but are not limited to:

- Achievement of goals
- Teacher effectiveness
- Leadership actions
- Adherence to vision and mission
- Finances and operations
- School safety

The Principal evaluations will be used to improve job performance. The evaluations measure Principal effectiveness and are intended to inform the Principal of successes as well as opportunities for growth, improvement, and professional development.

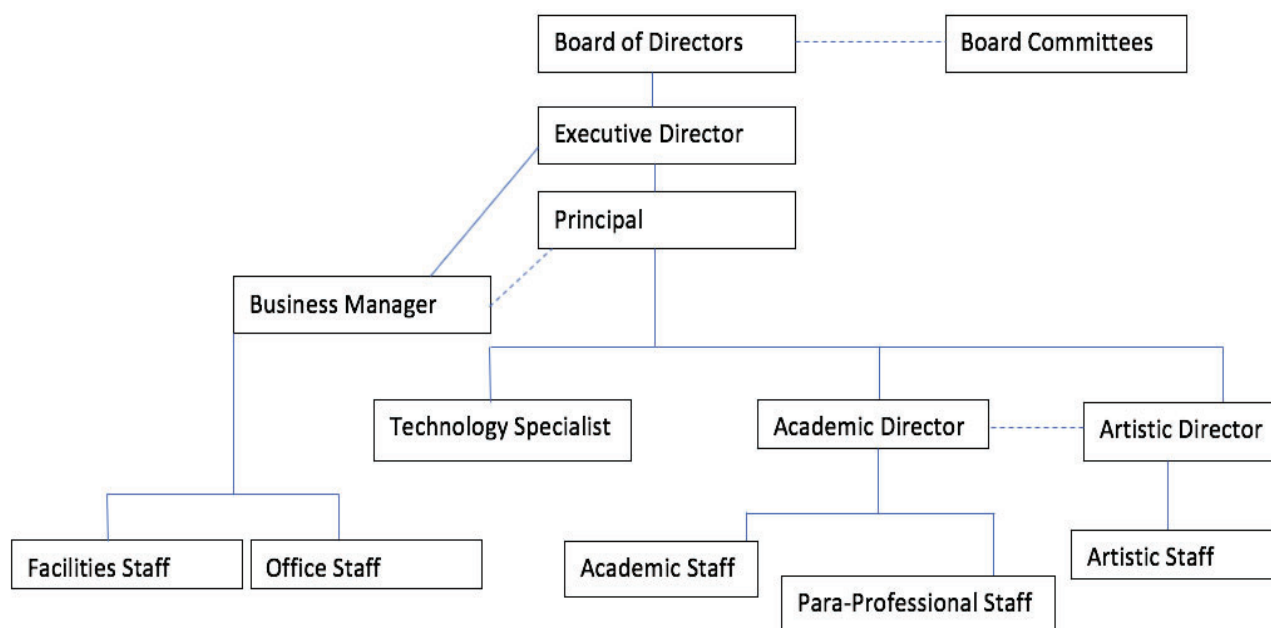
²⁵ <https://www.cde.state.co.us/educatoreffectiveness/overviewofsb191>



Additional Organizational Structure Roles: The Board of Directors will operate as a policy-setting board in accordance with the Founding Board's bylaws, a copy of which is found in Appendix 7. The Executive Director will be responsible for the day-to-day operations of the school. The Board of Directors shall:

- Establish and maintain the mission and vision of the school.
- Review and monitor the Unified Improvement Plan (UIP).
- Implement policies that are consistent with the mission, vision and goals of the school.
- Hire and evaluate the principal.
- Provide financial and legal oversight to ensure that the school's integrity is maintained.
- Be responsible for final accountability for the school's academic success, organizational viability and faithfulness to the terms of the contract with Aurora Public Schools.
- Recruit and orient new Board members and assess Board performance.

VPAC will be organized in accordance with the following organizational chart.





The Academic Director reports to the Principal and is responsible for the development of the educational program and staff professional development plan, as well as the data collection and analysis of student assessments. The academic teachers and para-professionals shall report to the Academic Director. The Academic Director shall also work with teachers and groups of teachers in developing and refining VPAC' curriculum.

The Artistic Director reports to the Principal and is responsible for all the artistic programs and development of the performing arts curriculum, staff professional development plan, as well as the data collection and analysis of student assessments in the arts. Performing arts instructors, shall report to the Artistic Director.

The Business Manager role is outsourced to Payroll Vault to aid the Executive Director to collaborate with the Principal. Payroll Vault will be responsible for providing financial, property, risk, and human resource management support. Office and facilities staff report to the Executive Director.

The Technology Integration Specialist reports to the Principal and is responsible for managing all technology aspects of the school. The Technology Integration Specialist will also provide ongoing instructional coaching to the teaching staff to ensure their success in effectively integrating technology into the classroom.



Section J: Evidence of Support

Community Demand: The unique quality about VPAC is that the community 100% supported the efforts as an after-school and elective model for 10 years. After the impact of culturally-driven schools were closed, the community began to request VPAC evolves into a full fledged school. VPAC's Founder and Executive Director, Auset initiated research and quickly realized the need for a school model like VPAC to exist. VPAC's Board supported the growth and voted to begin to research and development to follow a plan that would ensure a successful opening that would be sustainable.

APS Communities Organized to Reach Excellence (CORE) framework will be implemented in addition to the efforts of maintaining the community support obtained over 14 years. VPAC has evolved at the demand of the community. Families and community celebrated the impact VPAC had on students and pushed the envelope with the idea of expanding into a school. Students were excited at the idea and thrilled to contribute to the shape of the plan. The work of VPAC students will enhance the quality and cohesiveness community, and recapture students who are currently choosing to attend schools out of the Aurora Public Schools district because there was not an arts focused school accessible. VPAC is confident that the model of parent supported, student-led, educator guided, and community supported will drive academic and artistic achievement and growth.

VPAC's innovative school model offers new systems and structures that have already garnered the attention and support of national organizations like the New Schools Venture Fund, Camelback Ventures, and 4.0 Schools. By lowering attrition and increasing postsecondary and workforce readiness, VPAC will build upon the APS 2020: Shaping the Future plan to become the pre-eminent district for graduating leaders, artist and scholars.

Target Population: VPAC has been serving the Aurora Arts District for over 14 years. VPAC has attracted students from all over Aurora and Greater Denver Metro Area to participate in after-school programming. VPAC intends to build more and stronger relationships with families.

Aurora has a rich diversity of cultures that VPAC is eager to continue to share its mission with. Preserving African and Latinx performing arts has been an excellent medium of cross cultural understanding and celebration at many VPAC events and performances. VPAC has used the performing arts to familiarize refugee cultures into the history and diversity of Aurora. For example, in the 2018 production of the Wiz, Dorothy was from Northeast Denver and was trying to find her way to Aurora, aka OZ and the yellow brick road was Colfax Ave.

The student body will be primarily African American and Latinx students along with students representing the rich and diverse African and Asian refugee populations in North Aurora. VPAC is assuming that students will most likely be coming from the following APS middle schools: South, North Middle School Sciences and Technology, Aurora West College Prep Academy, Aurora Hills, and Boston K-8. Table below shows the predicted demographics based on data from the feeder middle schools in the targeted geographic area.

Native Amer	Asian	Black	Latino	White	Nat Haw	Two+	FRL	SPED	G&T	NEP/LEP
0.8%	6.08%	15.23%	68.43%	5.7%	0.7%	2.83%	86.08%	13.85%	3.35%	42%

Chart J.1.

Impact Statement: Visions Performing Arts College Prep (VPAC) is a 6th-12th grade culturally relevant, academically rigorous, performing arts school in Aurora Public Schools (APS). VPAC will attract student-performers within APS, invite Aurora resident student-performers to return to APS and attract student-performers' families to move to Aurora to attend VPAC. VPAC will close equity gaps and create access to quality education to under-served students by preparing them to graduate high school, enter post-secondary institutions and workforce with meaningful skills and tools that will be mastered through performing arts education and performance.



Middle School Name & Program Focus	Population Trend	Postsecondary and Workforce Readiness	SPF RATING
Academy Advanced of Learning K-8 CHARTER SCHOOL Program Focus: Traditional	<u>2018-2019:</u> 6 th : 98 7 th : 70 8 th : 18 SCHOOL TOTAL: 700 <u>2017-2018</u> 6 th : 70 SCHOOL TOTAL: 491		<u>CURRENT SPF</u> Achievement: Approaching Growth: Exceeds Status: Performance
Aurora Quest K-8 Program Focus: Magnet K-8	<u>2018-2019</u> 6 th : n/a 7 th : n/a 8 th : n/a SCHOOL TOTAL: 599 <u>2017-2018</u> 6 th : 91 7 th : 86 8 th : 92 SCHOOL TOTAL: 599		<u>CURRENT SPF</u> Achievement: Exceeds Growth: Meets Status: Performance
Clyde Miller P-8 Program Focus: Traditional	<u>2018-2019</u> SCHOOL TOTAL: 469 <u>2017-2018</u> 6 th : 53 7 th : 68 8 th : 58 SCHOOL TOTAL: 527		<u>CURRENT SPF</u> Achievement: Does not Meet Growth: Meets Status: Performance
East Middle School Program Focus: Traditional	<u>2018-2019</u> 6 th : 290 7 th : 314 8 th : 316 SCHOOL TOTAL: 920 <u>2017-2018</u> 6 th : 314 7 th : 331 8 th : 327 SCHOOL TOTAL: 972		<u>CURRENT SPF</u> Achievement: Does Not Meet Growth: Meets Status: Performance
Global Village K-8 CHARTER SCHOOL Program Focus: Language Immersion	<u>2018-2019:</u> 6 th : 118 7 th : 87 8 th : 83 SCHOOL TOTAL: 1,024 <u>2017-2018</u> 6 th : 100 7 th : 87 8 th : 75 SCHOOL TOTAL:		<u>CURRENT SPF</u> Achievement: Does Not Meet Growth: Approaching Status: Priority Improvement Plan
Edna and John W. Mosley K-8 Program Focus: Traditional	<u>2018-2019</u> TOTAL: n/a <u>2017-2018</u> 6 th : 80 7 th : 87 8 th : 74 SCHOOL TOTAL: 945		CURRENT SPF: Achievement: Approaching Growth: Meets Status: Performance

Chart J.2.: Impact Statement Table



Community Need: In 2015, the number of Aurora students opting out of the district rose from 3,400 to more than 4,800. 1,469 students of the 4,800 live in APS boundaries but choose to attend neighboring Denver Public Schools. APS currently does not have an art focused full curriculum school. With a decline in arts programs in all middle and high schools, VPAC provides the solution to serve current APS students as well as attract those students who are choosing to enter other districts as APS residents.

According to a study, conducted in August 2017 by a VPAC partner school, Empower Community High School, determining the primary reasons why families and students in North Aurora were choosing to attend Denver Public Schools. The top reasons were:

1. Smaller student body and lower teacher to student ratio
2. Stronger connection between school and community
3. Culturally responsive practices and curriculum
4. Hands-on, experiential learning experiences
5. High Graduation Rate
6. Academic Achievement and College Readiness

Denver Public Schools, Denver School of the Arts (DSA) is the only other 6-12 grade performing arts school in the state. DSA is a magnet school and upon enrollment families are met with costs to cover the programming. Unfortunately, this leaves many underserved students who do not have the economic means to leave the school. Since DSA is the only school of the arts, the waiting list is close to 1,200 and the average audition season attracts several hundred students. Aurora Public School residents are opting to audition and attend DSA because there is not a performing arts school in the APS district.

VPAC has attended Aurora Public Schools Board meetings and heard the students, families, and faculty voice the need for a performing arts school in the district. In conjunction with the continued support by grassroots community engagement, VPAC is confident in serving APS with a need in a unique way that will attract students to remain in the district.

“Gateway has an amazing band and performing arts program. However, we are making do with what we got. We need a place to land as these incredibly talented students want to grow in the arts” -Teacher

“I literally live one block away from Hinkley. But the arts program at DSA was where my student thrived. I wish there was an arts school in APS, just because of traffic alone.” -Parent

“I just want to learn more about dance. I want to dance at school. DSA is too expensive, so there is no school for me. My family just can’t afford it.” Student



VPAC Performance



According to the Colorado Department of Education's School Performance Framework (SPF), many high schools in Aurora are not meeting expectations in Academic Achievement. One in four students who start 9th grade in APS enroll in college, and nearly half (48.7%) of those students enroll in college have to take remedial courses. VPAC will serve families and students by creating a performing arts school with high rigor for free.

Current APS High Schools

Middle School Name & Program Focus	Population Trend	Postsecondary and Workforce Readiness	SPF RATING
Gateway High School Program Focus: Traditional	<u>2018-2019:</u> 9 th : 342 10 th : 375 11 th : 373 12 th : 460 SCHOOL TOTAL: 1,550 <u>2017-2018</u> 9 th : 401 10 th : 380 11 th : 368 12 th : 545 SCHOOL TOTAL: 1,694	CO SAT- Evidence-Based Reading & Writing: Does Not Meet CO SAT- Math: Does Not Meet Dropout: Approaching Matriculation: Does Not Meet Graduation: Does Not Meet TOTAL: Does Not Meet	<u>CURRENT SPF</u> Achievement: Does Not Meet Growth: Approaching Status: Priority Improvement Plan
Hinkley High School Program Focus: International Baccalaureate Program & I.B. Middle Years Program	<u>2018-2019:</u> 9 th : 526 10 th : 537 11 th : 486 12 th : 618 SCHOOL TOTAL: 2,167 <u>2017-2018</u> 9 th : 540 10 th : 530 11 th : 492 12 th : 634 SCHOOL TOTAL: 2,196	CO SAT- Evidence-Based Reading & Writing: Does Not Meet CO SAT- Math: Does Not Meet Dropout: Approaching Matriculation: Approaching Graduation: Approaching TOTAL: Approaching	<u>CURRENT SPF</u> Achievement: Does Not Meet Growth: Approaching Status: Priority Improvement Plan
William Smith High School Program Focus: Pilot School	<u>2018-2019:</u> 9 th : 90 10 th : 90 11 th : 87 12 th : 92 SCHOOL TOTAL: 359 <u>2017-2018</u> 9 th : 87 10 th : 81 11 th : 74 12 th : 97 SCHOOL TOTAL: 339	CO SAT- Evidence-Based Reading & Writing: Does Not Meet CO SAT- Math: Does Not Meet Dropout: Approaching Matriculation: Approaching Graduation: Exceeds TOTAL: Meets	<u>CURRENT SPF</u> Achievement: Does Not Meet Growth: Approaching Status: Improvement
Vanguard Classical School East K-12 CHARTER SCHOOL Program Focus: Global Citizenship	<u>2018-2019:</u> 6 th : 64 7 th : 57 8 th : 62 9 th : 37 10 th : 30 11 th : 15 12 th : 20 SCHOOL TOTAL: 707 <u>2017-2018</u> 6 th : 55 7 th : 68 8 th : 64 9 th : 34 10 th : 25 11 th : 27 12 th : 18 SCHOOL TOTAL: 744	CO SAT- Evidence-Based Reading & Writing: Approaching CO SAT- Math: Approaching Dropout: Meets Matriculation: N/A Graduation: N/A TOTAL: Meets	<u>CURRENT SPF</u> Achievement: Approaching Growth: Approaching Status: Performance



Chart J.3.: SPF Ratings of APS High Schools

VPAC adopts the small classroom and looping model. Only accepting 100 students per grade ensures that an authentic cohort can be built for the school. Studies have shown that cohorts of no more than 100 allow genuine interaction and create the harmony of a village collective consciousness. Academic classrooms will not exceed 20 students and artistic classrooms will not exceed 30 students at a time.

Teachers will have the opportunity to truly establish and maintain genuine relationships with students and families. All Teachers are on a two-year looping cycle with each cohort. Through success rates of students' studies have shown that when a student has two years with the same academic teachers there is an increased likelihood of success, particularly with underserved students who have not been given access to quality education. The small classroom approach will allow VPAC to close educational gaps faster with intentional intensity that will be motivated by student's inquiry of the arts.

Beyond stronger academic achievement at these smaller Aurora schools, there is also a clear correlation between school size and a drop-out rates. Central, Hinkley, and Gateway (all serving over 2,000 students in 2016-2017), each had a drop-out rate of 4% or higher, while Lotus School for Excellence and William Smith have dropout rates under 1.5%. The 2016-2017 data for existing APS high schools fits a linear regression with an R^2 value over 0.9, showing a strong correlation between these variables.

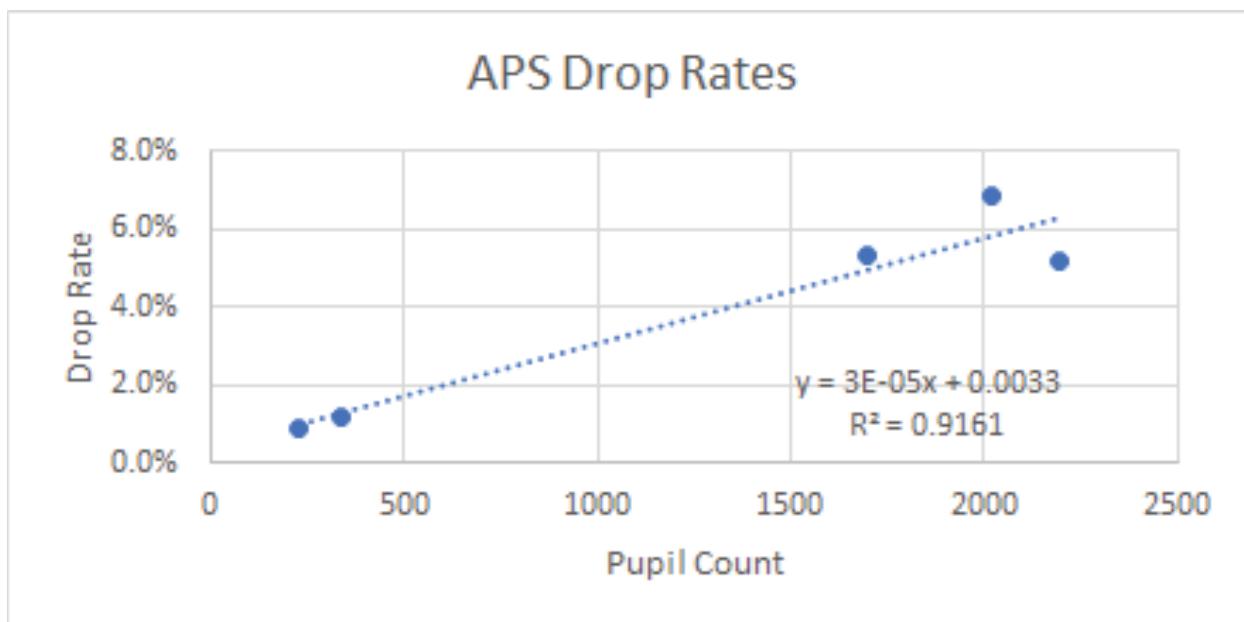


Chart J.4.: APS Drop-Out Rate and Pupil Count Correlation

In recognizing the high school trend of smaller schools, VPAC grade 9-12 will have a max capacity of 400 students, allowing us to offer more personalized learning and to tailor the model to the needs of students and community. William Smith also has a focus on authentic, expeditionary, project-based learning. Lotus School for Excellence offer S.T.E.A.M. education programming. Lotus School for Excellence has maintained an enrollment growth rate over 25% for the past three year straight and William Smith was only able to admit 90 of the 300 would-be freshmen who applied in Fall 2016. Both William Smith and Lotus use lottery-based enrollment and the waitlists and steady enrollment growth at each school shows a clear demand for small alternative high schools in Aurora. This proof of demand, in addition to the demand and waitlist of DSA, VPAC is confident that meeting the needs of families will be demonstrated. To date, VPAC is the only new charter school applying to open in Fall 2020.



Community Support: VPAC is currently operating in the Aurora Culture and Arts District (ACAD). VPAC's Founder and Executive Director sits on the City of Aurora Cultural Affairs Commission, which cultivated partnership with the City of Aurora. VPAC plans to invest in the local Aurora arts community by offering its performing arts facilities for rent to local arts groups. This partnership program will enable smaller arts groups to have access to much needed rehearsal spaces and performance venues, while providing a revenue stream for the school. A partnership program will also benefit VPAC and its students by providing access to highly qualified arts professionals, who will enhance the performing arts offerings at the school. Partnering organizations might be utilized to offer special performances for the school, field trip opportunities, after school programs, arts master classes, or summer intensive workshops for VPAC students. Other partnership opportunities might include artists-in-residence programs or visiting artist programs. These partnerships with local performing arts groups will also positively impact the local community by raising awareness of the arts and making the arts more accessible to community members.

- DAVA
- Council of Arts, Science and Culture (CASC)
- Cleo Parker Robinson Dance
- ACAD
- Aurora Cultural Affairs Commission
- The People's Building

In addition to interest from the performing arts organizations listed above, several performing arts educators have contacted the VPAC founding team to express their interest in applying for teaching positions at the school. This speaks highly of the excitement for the school that is evident in the local performing arts community.

Upon charter approval, VPAC will begin to negotiate more formal partnerships with local performing arts organizations. In addition to the organizations mentioned above, VPAC plans to reach out to other local organizations, including but not limited to the following groups:

- Fox Theater
- Kin Robards Dance
- Dance Arts
- Aurora Symphony
- Colorado Youth Symphony
- Denver Center for the Performing Arts

To facilitate a comprehensive community outreach program, VPAC has created a website which provides updated information about the school, access to volunteer committees, and an area to express intent to enroll. In addition to the website, VPAC has also created a Facebook page and a Twitter account, which allow for real-time information to be presented along with articles and studies addressing the important role of the arts in education. Moreover, Facebook advertising was purchased to target advertisements to parents with elementary school children in the Aurora area with an interest in the arts. This type of advertising is group-independent.

The school will continue to be marketed to community members through Facebook and the VPAC website, as well as at local community events. VPAC is also being marketed through other channels, such as flyer and post card distribution at local businesses and through the performing arts community. All of these recruitment activities, in addition to scheduled community meetings, meet the target demographic of Aurora Public Schools students and families.

Upon charter approval, VPAC will begin to use a variety of new outreach methods to ensure all Arapahoe County community members are aware of the unique educational plan VPAC will offer. These activities will include: direct



mailings to residents in the 80010 and 80011 zip codes, strategically placed advertisements in local publications and continued presence at community events. VPAC plans to apply for additional planning grants from the Colorado League of Charter Schools to help fund these marketing and outreach efforts.



VPAC is proud to have cultivated a number of key partnerships with Aurora, Denver-based, and national organizations that will fill key roles to support VPAC in fulfilling its mission. Organizations and details of the partnership with VPAC are listed below.

Service Partnerships (*Letters of Support and Draft Service Agreements are being finalized and will be completed by May 2019*)

<p>City of Aurora</p>  <p>Partnership: City youth events/after-school program/summer program</p>	<p>Fields Foundation</p>  <p>Partnership: Venue/Youth events/Performances/Sponsorship</p>	<p>Parks Scholars Network</p>  <p>Partnership: Mentorship/Sponsorship/PD/Leadership development</p>
<p>Inside the Orchestra</p>  <p>Partnership: After-School Program/Summer Program/youth performances</p>	<p>Empower Community High School</p>  <p>Partnership: School partnership/youth events/performances/internships</p>	<p>Aurora Community School</p>  <p>Partnership: School partnership/youth events/performances/internships</p>
<p>VOCO</p>  <p>Partnership: After-School Program/Summer Program/youth performances</p>	<p>Downtown Aurora Visual Arts</p>  <p>Partnership: After-School Program/Summer Program/youth performances</p>	<p>YEBO!</p> 
<p>CPRD</p> 	<p>Aurora Symphony</p> 	<p>myEcon</p>  <p>Partnership: After-School Program/Summer Program</p>



Partnership: After-School Program/Summer Program/youth performances	Partnership: After-School Program/Summer Program/youth performances	
---	---	--

Support from Educational Organizations: The planning team of VPAC has tapped into the resources available from the following reputable educational organizations:

- Colorado Department of Education (CDE)
- Colorado League of Charter Schools (CLCS)
- Moonshot EdVentures
- 4.0 Schools
- Camelback Ventures
- New Schools Venture Fund

VPAC is utilizing the wealth of resources available from the Colorado Department of Education (CDE) Schools of Choice Unit. All VPAC curriculum (both academic and performing arts) is aligned with the CDE's Colorado Academic Standards. The school's RtI model, the teacher evaluation plan and the pupil performance evaluation plan were all designed to follow the guidelines set forth by CDE. VPAC Board members have participated in CDE webinars and training events, such as the Board Fundamentals workshop, and plan to attend more training events prior to opening the school. Upon charter approval, VPAC will apply for the CCSP start-up and implementation grant administered by CDE and has already taken advantage of the CDE's technical assistance program that is an integral part of the grant program.

VPAC is proud to be working closely with the Colorado League of Charter Schools to develop a school of excellence. VPAC participated in the League's rigorous two-tier review process for the charter application. In creating the charter application and the plan for the school, VPAC has closely followed the Quality Standards for Developing Charter Schools. VPAC Board members attended the 2019 Colorado Charter Schools Conference hosted by the League and have participated in League sponsored workshops and training events to learn best practices for charter school governance. Upon charter approval, VPAC plans to apply for the League's Stage 6 Planning Grant to be used for customized professional development and training for the Board of Directors.

Moonshot EdVentures provided direct leadership development support of VPAC to exist in the Denver Metro Area educational ecosystem. Since August 2017, VPAC has been in the fellowship to design and open new innovative charter schools that will provide a wider choice for families to engage in "doing school differently". The fellowship emphasizes school development, leadership strengths, and technical assistance. Moonshot granted VPAC with a Facilities Development grant that supported the management of the current facility VPAC resides in.

In the phases of piloting the school model and demand of community, 4.0 Schools granted VPAC with support in testing the model's assumptions of the community intended to serve. 4.0 provided structure, tools and skills on implementing a pilot to test an aspect of a model before rolling it out. Through this process, VPAC has developed a framework for educators to try new innovation through inquiry-based learning to be able to adapt accordingly to what is working and what is not working for student's progress.

VPAC was accepted in the prestigious national Camelback Venture 2018 cohort. Camelback develops underserved leaders of color in education. With aligned coaching, school fundraising development and pitch coaching,



Camelback catapulted VPAC on a national level and initiated relationships with national funders who support the Colorado educational ecosystem.

VPAC was granted, through endorsements of many respected organizations, by New Schools Venture Fund to pilot the entire school model during a summer camp in 2018. This provided one on one coaching, school administration development, talent process development, student recruitment development, and academic model development. The summer camp allowed VPAC to identify areas of strength and areas of improvement to modify what was impactful and lasting for students and families and what supports were necessary to obtain prior to application submission to Aurora Public Schools.

In addition to the groups mentioned above, VPAC looks forward to working closely with the Aurora Public Schools District Autonomous Schools Office to create a quality charter school that will add value to the district. Partnering with these organizations will help VPAC leverage resources to create a school of excellence that embraces 21st Century Skills to equip students for postsecondary and workforce readiness.

Community Demand: As stated throughout the application, VPAC has followed a growth effort lead by community demand. By December 2017, after 3 months of community meetings, VPAC obtained 20 Intent to Enroll Forms and 20 Intent to Partner forms. The community became so eager that they misinterpreted signing the letter of intent forms with meaning that VPAC was going to open the following year. In the January 2018 community meeting, it was voted and implemented to begin intentionally accepting Intent to enroll forms beginning Spring 2019 to ensure families and students are clear about opening date. The only time prior to that to accept Intent to Enroll Forms was during the 2018 summer camp which piloted the entire school model. 100% of students who participated in the summer camp provided an Intent to Enroll form, which added an additional 30 forms. The summer camp also solidified an additional 20 Intent to Partner from community organizations. VPAC anticipates over 1,00 petition signatures from a broad coalition of community leaders, industry experts, educators in Aurora and beyond. Letters of support are being updated and returned by April 2019.

Through many of the VPAC pilots, Intent to Enroll forms have been collected. Many of the students who attended the pilots, unfortunately will be either older or younger than the students served in year one. Those families have committed to remaining involved and aiding with enrollment efforts through volunteering and spreading the word. VPAC is executing a detailed plan to reach enrollment goals. Each founding member has committed to enrolling at least 20 students, through community engagement, current programming, home visits and word of mouth. Below is a detailed list of secured students to enroll. There are 14 current 3rd and younger students eager to enroll when they can.

	Name	Gender	Age	Current Grade	Enter VPAC Grade	Resident District	District Attends
1.	Josiah Thomas	M	12	6 th	8 th	APS	CCSD
2.	Janiah Franklin	F	11	6 th	8 th	APS	APS
3.	Asha James	F	12	6 th	8 th	APS	CCSD
4.	Ryomi Hayes	F	12	6 th	8 th	APS	DPS
5.	Yasmeen Clemmons	F	12	6 th	8 th	APS	CCSD
6.	Kai Kayolani	F	12	6 th	8 th	APS	DSP
7.	Xavier Ellie	M	12	6 th	8 th	APS	DSP
8.	Theo Bailey	M	12	6 th	8 th	APS	APS
9.	Whitney Bailey	F	12	6 th	8 th	APS	APS
10.	Jamela Hayward	F	10	5 th	7 th	APS	CCSD
11.	Heaven Franklin	F	10	5 th	7 th	APS	APS
12.	Dela Luna	F	10	5 th	7 th	APS	CCSD
13.	Khalil Elie	M	10	5 th	7 th	APS	DPS



14.	Tavio Amouzou	M	10	5 th	7 th	APS	APS
15.	Nena Ali	F	8	4 th	6 th	APS	CCSD
16.	Isir Ali	F	8	4 th	6 th	APS	APS
17.	Ashya Franklin	F	8	4 th	6 th	APS	APS
18.	Milynn Phillips-Hood	F	8	4 th	6 th	CCSD	CCSD
19.	Micha Hill	F	9	4 th	6 th	APS	Homeschool
20.	Sierrah Dramond	F	9	4 th	6 th	DPS	DPS
21.	Sydney Dramond	F	9	4 th	6 th	DPS	DPS



Section K: Parent & Community Involvement

VPAC's strength is the demand and guidance of growth by students, families, and community at a grassroots level. With over 14 years of serving the Aurora community, VPAC has become a staple in the community that offers solutions to the need of preservation of African and Latinx performing arts education.

Community Meetings: The design of Visions Performing Arts College-Prep is lead by input from students, families, community members, and educators. From October 2017 to December 2018 VPAC held monthly community meetings for the input of all stakeholders to contribute to the design of the school. Students, families, educators, community members, clergy, public servants, health care workers, funders, and supporters of all kinds attended these meetings and provided insight that shaped all aspects of the school. VPAC's founding Board members compiled all the input and designed around what was aligned with compliance with the state and APS district. After a Board retreat in October 2018, VPAC presented at the final two community meetings all of the gathered information for the community to support moving forward in the full development of a charter application to be submitted to Aurora Public Schools.

VPAC was very intentional about hearing the voices of many stakeholders throughout the process. Key contributors to the design process of the school were at every meeting. These school designers committed three hours of their time every month at Dayton Opportunity Center, where VPAC programming takes place in the heart of North Aurora. Every member of the team had an equal voice in decisions impacting the school's model and design.

School Design Team

STUDENTS		PARENTS	COMMUNITY	EDUCATORS	BOARD	FUNDERS
Josiah Thomas	Walad Ali	Janette Crenshaw	Trey Grimes		Dr. Jones	Gates Foundation
Jyia Ridley	Isir Ali	LaQuilla Phillips	Rhonda Fields	Quianna Ray	Jaye Lucas	Walton
Jalil Ridley	Nia Ali	Lisa Bottomly	Maisha Fields	Sean Williams	DeEtta Boganey	NSVF
Jamela Hayward	Xavier Elie	Arlene Williams	Bishop Phillips	Wisdom Amouzou		
Mariah Bottomly	Kahlil Elie	Halim Ali	Jeff Fard	Olivia Jones		
Makiah Smith	Heaven Joseph	Yasmeen Nkrumah-Elie	Chuck Jones	Shawne Anderson		
Adara James	Nikia Joseph	Tay Joseph	Jeffery Shabazz			
Samara James	Khadijah Joseph	Keisha Ellory	Lisa Knoll			
Milynn Phillips-Hood	Justice Ellory	Alicia Goodwin	Assetou			

Chart K.1.



Outreach: In the next phase of community engagement VPAC will deepen the relationship with the following organizations:

Organization	Partnership Goal
RISE Colorado	Parent Engagement
Young Americans Aspiring for Social and Political Action (YAASPA)	Student Engagement
Empower Community High School	Partner Programming
African Leadership Group	Community Engagement
Aurora Community School	Partner Programming
RAFT Education Lab	Support Organization
African Community Center	Support Organization
Village Exchange Center	Support Organization

Chart K.2.

Continued Community Engagement: VPAC has incorporated data on APS students and similar populations to implement an effective plan for community engagement. The plan begins with identifying the existing issues VPAC needs to address. In a preliminary report by the University of Denver's Dr. Judy Kiyama, in conjunction with Aurora-based community groups, major barriers and challenges identified by a representative sample of APS parents were 1) language barriers, 2) lack of access to knowledge, and 3) lack of school-family partnerships. Dayton Opportunity Center, where VPAC is housed, serves the largest group of Burmese and Nepali parents has positioned VPAC to have access to this rich culture and build trust through the arts and services of the Opportunity center. Additional researchers focused on African American and Latinx parents have documented a concern with no attention to their needs from teachers and administrators.

The next phase is to build systems and structures to address these issues. The University of Denver researchers recommended a number of approaches that align with the VPAC model and approach, and other researchers document the positive long-term impacts of robust family partnerships. The Executive Director will oversee this.

Thus, VPAC's parent-family engagement plan includes the following systems and structures:

- Regular **Family Academic Nights** for parents and guardians to learn more about academic standards, assessment data, and the VPAC model
- Regular **parent/ guardian trainings** on civic engagement and activism
- End of Unit **Presentations of Learning**, open to all community members
- **Parent Teacher Home Visits**
- Quarterly Parent and student surveys to monitor school effectiveness
- **Student and Family Councils** that review and recommend school policies
- **Interpretation and translation** in the home language of families at every event or meeting
- **Partnership with existing community resources** that are trusted with parents and families

VPAC Home Visits: Home Visits will be a standard of VPAC culture. Ensuring that VPAC is aligned with the families served will contribute to the culture and outcomes of student success.



Section L: Budget & Finance

VPAC is committed to building a sustainable school that will serve students in Aurora Public Schools for years to come. VPAC has learned from research about the budget strains on other personalized learning models around the country. Thanks to intense charter school leadership development, VPAC has been advised countless times on the mistake new schools make by overestimating revenues and assumptions of enrollment. APS enrollment projections show competition for students in APS, with enrollment declining or plateauing in every quadrant of APS except the Northwest. VPAC's unique model and approach will successfully attract students to meet enrollment projections, it is recognized the reality new schools face in APS. VPAC has constructed a conservative budget accordingly. The budget also considers a set of contingencies, below, that show how the school will remain solvent and sustainable at 80% enrollment.

Financial Oversight: Financial operations and oversight will be provided by Payroll Vault, a locally owned firm specializing in Charter School Operations and Finance in Colorado. Payroll Vault is currently working with VPAC to setup appropriate policies and procedures as well as maintaining the existing books. Additionally, they are currently assisting with budgeting and financial oversight. Payroll Vault also offers an array of back office supports including human resources, payroll, facility financing, and financial transparency management. VPAC will utilize Payroll Vault for these additional services as well. VPAC is developing the financial policies and procedures to include internal controls and audits following the Governmental Accounting Standards Board (GASB). VPAC Executive Director will be a part of the finance chain with the oversight of the Board of Directors.

Start-Up Revenue: VPAC will be actively seeking to raise funds to ensure sustainability until it can be 100% reliant on per pupil revenue. The goal is to raise \$2.5M by Summer 2020. Start-up funding has already begun becoming secure funding in the amount of over \$100,000 from the following sources:

- 100 Men Who Cook (amount: \$5,000)
- Moonshoot Direct to Fellow (amount: \$5,000)
- Denver Foundation (amount: \$10,000)
- 4.0 Schools (amount: \$10,000)
- New Schools Venture Fund (amount: \$35,000)
- Camelback Ventures (amount: \$40,000)

VPAC is also applying for the following local and national grants to total in over \$2.7M:

- James Walton Foundation (amount: \$500,000)
- Donnell-Kay Foundation and Kickstarter (amount: \$35,000)
- Porticus Foundation: (amount: \$200,000)
- Jacques Littlefield Foundation (\$150,000)
- New School Venture Fund (amount: \$215,000 +\$436,000)
- Colorado Charter School Start-up grant (\$675,000)
- Walton Innovative Schools Grant (\$325,000)
- Gates Family Foundation (\$100,000)
- Charter School Growth Fund (\$100,000)

Included in the budget are some of these grants that are not yet secured. They are all dependent on charter being approved.

Budget Narrative: VPAC's 5-year budget can be found in Appendix L:1. The budget has been created with the guidance of EdTech a 20-year-old charter school admin support company. Expenses include allocations for CCSP start-up grant funds, which will be reimbursed by the grant, as well as PERA allocations, anticipated APS Purchased



Services and fees. The budget shows a healthy surplus year over year with full enrollment. The following table summarizes the assumptions made for expenses on the full 5-year budget.

Expense inflation	Expense inflation is tied to enrollment growth; as enrollment grows, escalation of the expense is built in to the line item
Unemployment Insurance	Unemployment insurance is .003 time gross payroll
Workers Compensation	Workers Compensation is calculated using 70 cents per \$100 of payroll
Gas/Electric Utilities	Using other Schools; the expense tends to run at 1.5% of PPR on average
Repairs and Maintenance	Using other Schools; the expense tends to run at 1.2% of PPR on average
Building Rent/Lease	Using other Schools; the expense tends to run at 11% of PPR in early years and then 10.5% in later years
Water	Using other Schools; the expense tends to run at .3% of PPR on average
Instructional Supplies	The cost per student will be \$300 and then \$275 per student in later years of operation
Technology/Devices	The cost per student will be \$400 and \$1,250 per staff member
Labor Growth	Labor will grow at 2.5% unless added staff is needed to support enrollment
Medicare	Medicare is calculated at 1.45% of gross payroll
PERA	PERA is calculated at 20.15% initially with growth needed to address the unfunded pension obligation; 22% in out years
Health Insurance Single Premium	Single Premium Health insurance is calculated at \$400 per eligible staff member/per month with growth being deducted from their paycheck
Dental Insurance Single Premium	Single Premium Dental insurance is calculated at \$20 per eligible staff member/per month with growth being deducted from their paycheck
Substitute Expense	Substitute Expense is calculated at \$100/day using five days for each teacher per year
Copy Machine	Copy Machine is \$500/mo for Two then Three Machines/Includes Toner/Staples in the out years
Liability Insurance	Liability/Building/Theft/Fidelity with 5% Growth
Telephone/Internet	Growth anticipated with plans to access available ERATE funding
Postage	7% growth is anticipated for postage

Chart L.1.

VPAC will maintain a balanced budget each year through monthly monitoring of financial statements by the Board of Directors. VPAC will also contract with an independent firm for annual financial audits to ensure all financial practices are aligned with best practices. VPAC's 5-year budget was designed to support the strategic priorities of the model and anticipated student population.

In the case that VPAC enrollment is below projections, VPAC will maintain solvency and will not have to make any cuts. With the surplus of funds, VPAC will be able to function based on funds raised for startup. At 75% enrollment, Year 1 would have a surplus of \$691,745.72.

Financial Transparency: VPAC will comply with all requirements of the Colorado Financial Transparency Act (C.R.S. § 22-44-301 et seq.) by posting all required documents on the school's website following the timeline established by CDE. These postings will follow the most recent template for charter schools per CDE.

Classroom Furniture Needs: VPAC anticipates each classroom furniture cost will average at \$10,000. This is based from National Business Furniture pricing. Below is a single classroom cost breakdown, however many of the Items will be purchased in bulk and will reduce the cost. There will be a total of 30 classrooms at full build out.

	Year 1	Year 2	Year 3	Year 4	Year 5
# of Classrooms	10	20	30	40	40



#	Item	Cost
20	Desks	\$744.00
20	Chairs	\$879.00
1	Teacher Desk Set	\$2,100.00
1	Teacher Chair	\$300
1	Smart Board	\$5,000
20	Supplies	\$3,000
20	Textbooks	\$2,000
TOTAL		\$14,023

Unique Financial Needs (Non-Capital Equipment): With a unique performing arts model, VPAC needs financial support for the development and execution of the performing arts aspect. Below is an estimated list of generalized needs for each art department of VPAC. If funds are not secured, VPAC will slowly remove equipment needs and find alternatives to ensure the quality of the program is not compromised for the outcome of academics and productions.

YEAR 1

Department	Needs	Estimated Cost
Theater	Scripts Textbooks Guest Teachers Sound System	\$15,000
Dance	Floors Mirrors Barres Sound System Guest Teachers	\$55,000
Cosmetology/Fashion	Mannequins Stage Make-Up Stage Hair Products Costume Materials Sewing Machines Accessories Storage Containers Guest Teachers	\$30,000
Staging	Props Storage Containers Building Material Tools Guest Teachers	\$35,000
Audio Engineering	Computers Computer Software Guest Teachers	\$45,000
Music	Instruments Guest Teachers	\$45,000
Vocal	Sound System Microphones Guest Teachers	\$25,000
Spoken Word	Scripts Textbooks Guest Teachers Sound System	\$10,000
TOTAL		\$260,000



YEAR 2-5

Department	Needs	Estimated Cost
Theater	Scripts Textbooks Guest Teachers	\$10,000
Dance	Guest Teachers	\$10,000
Cosmetology/Fashion	Stage Make-Up Stage Hair Products Costume Materials Accessories Guest Teachers	\$20,000
Staging	Props Building Material Guest Teachers	\$20,000
Audio Engineering	Guest Teachers	\$10,000
Music	Guest Teachers	\$10,000
Vocal	Guest Teachers	\$10,000
Spoken Word	Scripts Textbooks Guest Teachers	\$5,000
TOTAL		\$95,000

Technology Equipment: VPAC would like to provide 1:1 MacBook to students. It is recognized that this may not be in budget and this will be the first things that will be scaled down.

	COST	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
# of Laptops	\$1000	180	360 (+180)	500 (+140)	660 (+160)	680 (+20)	700 (+20)
TOTAL		\$180,000	\$180,000	\$140,000	\$160,000	\$20,000	\$20,000



Section L2: Budget & Finance: Systems & Procedures

VPAC will meet the required district reporting expectations throughout the year. VPAC will work closely with Payroll Vault to prepare quarterly financial reports to APS in compliance with the Financial Transparency Act. C.R.S. 22-45-102(l)(b)) as stated earlier this application. VPAC will ensure that this financial information is posted on the VPAC website. VPAC will have the budget finalized every year by January 31st to comply with the CDE chart of accounts budget submission deadline.

VPAC will contract with a Certified Public Accountant to conduct annual independent financial audits and submit to APS in writing by September 25th of every year. CPA to be determined upon approval. As stated earlier in this application, VPAC will comply with the Governmental Accounting Standards Board (GASB).

VPAC is developing a specific best practice specific to the unique model of the school. The many intricate pieces to operating VPAC requires expert accountants that are familiar with charter school and performing arts. As these systems and procedures are being developed, VPAC is learning and becoming familiar with the APS reports and guidelines. The Board will finalize and implement financial policies and procedures and management plan to ensure VPAC remains solvent. Internal controls to execute a sound financial management system with checks and balances in cash disbursements and oversight.

The Board will create and keep the financial policies and procedures in alignment with the overall operations, mission and visions of VPAC. An annual process for evaluating financial allocations have been effective. All of the financial systems will be based on data-driven needs assessments. Payroll Vault will be providing VPAC's outsourced financial services. Appendix L2:1 obtains VPAC's new relationship throughout the year.



Section M: Facilities

Needs Assessment: VPAC is committed to finding a facility that will allow the school arts and academic program to fulfill its mission and to meet the needs of all students and families.

- **Size:** At full build out, VPAC will require about 70,000 square feet (~100sq.ft/ student). VPAC is currently occupying the Dayton Opportunity Center and it is recognized that the possibility of starting the school in a temporary space with a smaller square footage will be more feasible.
- **This space should include**
 - 42 classrooms (6 per grade level, with at least 3 multi-use space)
 - Lab space (at least 800 square feet per CDE recommendation)
 - Office space
 - Kitchen area/ lunch room
 - Other space (bathrooms, intervention space, meeting space, community space, storage etc.)
- **Cost:** At full build-out, VPAC has allocated \$14.63 sq. ft. to cover leasing costs, and additional funds have been allocated for any necessary tenant improvements to ensure compliance with local, state, and federal requirements, including ADA. This falls below 18% of the total budget.
- **Location:** VPAC' target population is culturally, linguistically, and racially diverse population in north Aurora currently underserved by available school options, as described in Section B. This wide swath of this corridor includes zip codes 80010, 80011, and 80012.
- **Access to transportation:** Ideally APS students will have access to Hop Skip Drive provided by VPAC. VPAC will coordinate a viable drop and pick up point in various parts of Aurora. VPAC facility will need adequate parking and safe drop-off points.

Financing & Facilities Acquisition Contingency Plan: VPAC will be building a relationship with Jane Ellis at Colorado Charter Facility Solutions and are seeing them as a potential partner to aid with the financing of a lease or purchase. VPAC was exposed to CCFS through Moonshot EdVentures. CCFS has not yet considered or approved a loan to Visions Performing Arts College-Prep. CCFS has limited funds for leasehold improvement loans. If a long-term lease is signed, landlords would have to fund some leasehold improvements.

The VPAC founding team is considering contracting with CRESA Denver, real estate professionals familiar with the Aurora market and the specific needs of charter schools. Possibly contract with Hord Coplan Macht, an integrated firm offering planning, architecture, landscape architecture, interior design and historic preservation services. CRESA has worked with VPAC's partner school, Empower Community High School. Both CRESA and Hord Coplan Macht have worked with VPAC's partner school, Empower Community High School.

Unique Facility Needs: With a unique performing arts model, VPAC needs a facility for the development and execution of the performing arts aspect. Below is generalized facility need for each art department of VPAC.

Department	Unique Need
Theater	State of the Art Theater
Dance	Dance Studios
Cosmetology/Fashion	Cosmetology and Fashion Design Lab
Staging	Construction/Shop Classroom
Audio Engineer	Multimedia Studio
Music	Bandroom
Vocal	Vocal room
Spoken Word	



VPAC is working closely with the City of Aurora to explore possibilities of securing a location that can house both VPAC and a performing arts center for the city. Founder and Executive Director, Auset is the Vice Chair of the Cultural Affairs Commission and has began initiating interest with City of Aurora officials. The ideal location for this possibility is the former Super K-Mart on Chambers and Colfax.



Here are other possible locations that VPAC has cold called or been referred to by other charter schools:



1. 3350 Peoria St

NEC Peoria St & Smith Rd/Gateway Plaza
33,573 SF For Sale with 16,834 SF Available for Lease
Rent of \$13.25/Gross
33,573 SF Class C Office Medical Building Built in 1975

2. 111 Havana St (next door to Aurora Academy)



NWC Havana St & E 1st Ave
40,000 SF Available for Lease
Avg Rent of \$7.50/nnn
137,120 SF Class B Flex
Renovated in 2013 Built in 1968



Timeline: Upon securing approval and executing a contract with Aurora Public Schools, the VPAC Board will use the following timeline to ensure a viable facility is secured by December 2019.

Action	Timeline
Ensure potential space is currently zoned or could be zoned for a school (zoned as at least "Conditional Use" for a charter school)	June 2019
Secure commitment from landlord to use facility as a 2-3 year space.	July 2019
Conduct initial walkthrough of Facility to ensure it is viable learning environment, in partnership with architect, realtor, landlord, and/or district officials	March 2019
Conduct occupancy inspections, including Security/Fencing, Parking, Drainage, Safety, Fire/Sprinklers, Alarms, Environmental, Health, Traffic, etc.	September 2019
Prepare lease and apply for Certificate of Occupancy	September 2019
Secure lease to facility	October 2019
Tenant improvements to ensure that the facility will maintain compliance with C.R.S. 22-32-124 and all applicable codes, health and safety laws and ADA requirements, as well as, any construction permits and building and fire safety inspections that need to be obtained.	January - June 2020

Chart M.1.

Upon charter approval, VPAC will begin bidding processes for contractors. VPAC has obtained volunteer and veteran architecture, Rudolph Brown and his associates who have school building experience. Mr. Brown is aiding VPAC in the process from beginning to end. Once charter application is approved and with the aid of Jane with financing, VPAC will follow the above timeline immediately. Conversations have been initiated at all facilities listed and all parties are aware of the charter application process. If VPAC does not secure a location by desired timeline, VPAC will continue operations in the Dayton Opportunity Center.



Section N1: Transportation

VPAC is committed to ensuring all students have the ability and resources to arrive at school on time and ready to learn. As a charter school, VPAC will not offer transportation directly to students but will facilitate families utilizing Hop, Skip Drive.

Hop, Skip Drive is a shared driving app that utilized certified, fully background checked drivers to transport students to and from locations. Hop, Skip Drive can drive 4 students at a time. Just as VPAC is unique, so is Hop, Skip Drive in its specific services. There are cultural aspects that align with the VPAC model.

- Students ride in the same car with the same driver every day. This will eliminate bullying and encourage community. VPAC will be intentional about placing students with students from other majors to facilitate community. VPAC will incorporate extra credit assignments for group shared experiences on the ride to and from school.
- Families will drop students off at common public places. VPAC is establishing relationships with local churches and businesses to be the transportation pick up. Pick up will be a seamless 10-minute process.
- VPAC will invite and support parents to participate in fund raising efforts to aid in the cost for Hop Skip Drive as a school

As outlined in Section E, VPAC is committed to supporting students with exceptionalities and disadvantages that could impact learning, including students experiencing homelessness and students with IEPs and 504 Plans. VPAC is committed to ensuring all transportation arrangements made with third party providers for field trips or other off-campus activities meet all local, state, and federal requirements, including adequate insurance. VPAC will also be exploring providing bus passes for students if Hop, Skip Drive is not an option for families.

Because of the authentic, hands-on nature of the VPAC program, students and staff will need transportation for learning experiences outside of the school building. VPAC will explore providing students with RTD bus passes. Any off-campus travel will require the express written consent of the students' parent/ guardian.

VPAC will aim to negotiate Hop Skip Drive cost to \$15/Day. VPAC is not responsible for Hop, Skip Drive costs, however will aid families with fundraiser structure and support to raise the funds for every student to ride with Hop, Skip Drive. Below is an estimate of what the fundraising goals should be for families.

MILES FROM VPAC	PRICE PER DAY (4 STUDENTS PER CAR)	YEAR 1=180 (45 CARS)	YEAR 2=360 (90 CARS)	YEAR 3=540 (135 CARS)	YEAR 4=660 (165 CARS)	YEAR 5=680 (170 CARS)	YEAR 6=700 (175 CARS)
5.5	\$15	\$675	\$1,350	\$2,025	\$2,475	\$2,550	\$2,625
174 Instructional Days		\$117,450	\$234,900	\$352,350	\$430,650	\$443,700	\$456,750

APS cost for transportation exceeds the above options tremendously. APS requires VPAC to purchase buses to seat students at a minimum of \$100,000 each. VPAC would also have to purchase the driver, insurance, and maintain the bus to remain in the best condition. Community Design Team has various options that will be decided on upon charter application approval. Some of those options are:

- Families share cost per month
- Collective fundraising
- Volunteers searching and obtaining grant funding for costs.



Section N2: Food Service

VPAC believes that students are ready for deep, lasting learning when their basic needs are met, and this includes having healthy food. VPAC plans on working with APS Nutrition Services to provide healthy meals to students for breakfast and lunch, according to the following pricing schedule:

		Yr 1: 180	Yr 2: 360	Yr 3: 540	Yr 4: 660	Yr 5: 680	Yr 6: 700
Lunch (40%)	\$2.90	(72) 40%= \$208.80/day	(144) 40%= \$417.60/day	(216) 40%= \$626.40/day	(264) 40%= \$765.60/day	(272) 40%= \$788.80/day	(280) 40%= \$812/day
Breakfast (40%)	\$1.55	40%= \$111.60/day	40%= \$223.20/day	40%= \$334.80/day	40%= \$409.20/day	40%= \$421.60/day	40%= \$434/day
Reduced Breakfast (60%)	Free	Free	Free	Free	Free	Free	Free
Reduced Lunch (60% FRL)	\$0.40	(108) 60%= \$43.20/day	(216) 60%= \$86.40/day	(324) 60%= \$129.60/day	(396) 60%= \$158.40/day	(408) 60%= \$163.20/day	(420) 60%= \$168/day
Estimated Daily Cost		\$363.60	\$727.20	\$1,090.80	\$1,333.20	\$1,373.60	\$1,414.00
174 Instructional Days		\$63,266.40	\$126,532.80	\$189,799.20	\$231,976.80	\$239,006.40	\$246,036
Daily Food Delivery Cost		\$4,350	\$4,350	\$4,350	\$4,350	\$4,350	\$4,350
YEARLY TOTAL NUTRITIONAL COST		\$67,616.40	\$130,882.80	\$194,149.20	\$236,326.80	\$243,356.40	\$250,386

Chart N1.1

If a student forgets his or her lunch, or has an account with no balance, or otherwise does not have food during meal times, VPAC will cover this cost to ensure no student goes hungry. VPAC will also designate APS as the School Food Authority and will coordinate with the district to ensure all Free/ Reduced Lunch forms are collected according to established APS procedures. APS Nutrition Services will prepare and deliver food to VPAC facility.

VPAC's Executive Director will collaborate with the District to ensure the facility VPAC calls home has a kitchen that meets APS requirements to prepare food on site. If VPAC cannot secure a facility with an adequate kitchen area, the school understands food will need to be delivered at a cost of \$25 / day.



Section O1: Employees: Staff Hiring

VPAC will recruit high quality staff members both locally and nationally, with a particular focus on arts education, Aurora-natives and people of color who have experience working with the target student population. VPAC will hire a staff that demographically mirrors the student body. This is done in a number of ways:

- **Engaging VPAC's local networks.**
- **Using Community Events and Programs as a recruitment tool.**
- **Developing clear marketing materials to tell the VPAC story.**

Execute the Hiring and Recruitment Plan that was previously provided in Appendix D5:1-Educator Recruiting and Hiring Protocol. VPAC is an Equal Opportunity Employer, in compliance with all relevant federal, state, and local policies pertaining to nondiscrimination. Staff and Student Handbook will be completed by July 2019.

VPAC's model relies on small teacher to student ratios and high-quality teachers who are committed to the mission, vision and core values of the school. VPAC will design a hiring process around finding educators who excel in the following areas:

1. **Student Engagement & Empowered:** VPAC teachers should be able to develop lessons and relationships that keep all students engaged. These teachers should co-create classroom systems and structures that empower students to lead their own learning through inquiry-based learning with appropriate scaffolds.
2. **Track Record of Success & Instructional Skill:** VPAC teachers should have a strong record of success in working with students who are underserved. This means success in both academic and non-academic arenas, including but not limited to the arts. These individuals also show great aptitude in applying the principles of Systematic Truth Learning Method and implementing the arts, inquiry and project-based learning.
3. **Cultural Competency and Community Responsiveness:** These individuals see the communities VPAC serves for their assets, gifts, and culture. They understand the students and what they bring to the classroom. To paraphrase Dr. Jeff Duncan-Andrade, they see the students not for their damaged petals, but for their tenacity and strength to grow in the concrete.
4. **Learners & Leaders:** VPAC teachers should embody the same Habits student must have to be motivated learners, including humility, growth mindset, and self-reflection. Individuals at all levels are called on to be leaders, from students and families to staff members and administrators. Everyone has agency, power, and the respect of the whole. Teachers at VPAC should be highly motivated, strong advocates, influencers, and problem solvers.
5. **Diversity, Equity and Inclusion:** Diversity refers to the individual and group/social differences that are reflected in a community. Equity refers to the active practice of allocating resources, ensuring representation, and engaging in practices to intentionally and proactively ensure access and success for people who have historically been oppressed in systems of public education. Inclusion refers to intentional and ongoing engagement with diversity to create stronger culture and improve individual and collective outcomes.
6. **Performing Arts Education:** VPAC teachers should be passionate about preserving African and Latinx American performing arts. Teachers should be motivated to change not only the outcomes in education but also in media and the arts in representation of the populations of the world.



Hiring Process: All prospective teachers will undergo a rigorous application process to ensure offers are extended to the best candidates. VPAC is an Equal Opportunity Employer. The steps of this process include the following:

- Online written application, including resume and writing sample
- Phone Interview with Executive Director
- Model lesson at center (teach/ feedback/ reteach)
- Group interview with students, families, Board and community members
- Final interview with Principals & Executive Director
- Reference checks with finalists
- Offers to top candidates

During Community Meetings, students, parents, educators and community partners came up with the following interview and application questions to screen applicants for culture fit at VPAC:

- Are you passionate about the preservation of African and Latinx American performing arts?
- What's your standpoint on student-led activities?
- How do you feel about underserved students?
- Describe a student-led activity that you facilitated in your classroom?
- Why do you teach?
- Why are people poor?
- What would you change systematically [about the education system]?
- How important is language to you when communicating to students who are not from the same culture?
- What is your 5-10 year plan?
- Describe a moment that shows your coachability
- Why are you here? What about this school attracted you?
- What are your personal core values? What is a good teacher?
- How do you create space for students to empower themselves?
- Describe a time you lost hope.
- Describe an example of connecting class curriculum to community
- What does culturally responsive teaching mean to you?
- Should white teachers teach students of color? Why or why not?
- What are some barriers that would make learning difficult for students? How would you help them overcome these things?
- Are you afraid of students of color?
- Are you afraid of parents of color?

VPAC will continue to utilize the community input for the hiring process.

Staffing Requirements: VPAC academic teachers, including those teaching core classes and elective classes, will meet all state, local, and federal requirements to be highly qualified teachers, including Every Student Succeeds Act (ESSA). Following acceptance of an offer of employment and being hired by VPAC, all teachers receive a letter outlining their employment status and classification.

Requirements for academic teachers include a demonstration of subject matter competency and a bachelor's degree or higher. Subject matter competency may be demonstrated through successful completion of college-level coursework or through a passing score on the Praxis or PLACE exams, per Colorado Department of Education requirements.

As a charter school, VPAC will apply for a waiver from licensure requirements, though a number of founding team are fully licensed educators in Colorado. Special education teachers, social workers, and school psychologists are



an exception to this waiver and will be licensed in their field in the state of Colorado. The need to apply for this waiver is to ensure all arts teachers are able to teach.

Paraprofessionals at VPAC are required to meet all CDE requirements, including having a high school diploma or equivalent and passing scores on three work keys tests, or having completed a sufficient number of hours at an accredited institution of higher learning (including community college, 4-year college, university, etc.)

VPAC teachers will also undergo a fingerprint background check with the Colorado Bureau of Investigation. VPAC will also work in APS to ensure teachers meet all local requirements and follow APS protocol for completing a background check. All employees at VPAC will be employed on an at-will basis. They may terminate employment with VPAC at any time and for any reason whatsoever simply by notifying VPAC. Likewise, VPAC may terminate their employment at any time and for any reason whatsoever, with or without cause or advance notice.

All administrators, teachers, and front office staff are considered exempt and are not eligible for overtime pay. Paraprofessionals and secretaries are non-exempt and are eligible for overtime pay for work which exceeds 40 hours per week. Full-time employees are expected to work 40 hours per week and are eligible for benefits. Part-time employees are not eligible for benefits.

YEAR 1 TOTAL FTE

#	Role	Salary	Total	Enrollment	PPR	Total PPR	Difference
2	Middle School Math	\$45,000	\$90,000	180	\$8,445.75	\$1,520,235	\$191,735
2	Middle School Science	\$45,000	\$90,000				
2	Middle School Social Studies	\$45,000	\$90,000				
2	Middle School Language Arts	\$45,000	\$90,000				
2	Middle School Foreign Language	\$45,000	\$90,000				
1	Middle School P.E./Health	\$45,000	\$45,000				
	TOTAL		\$495,000				
1	Theater	\$45,000	\$45,000				
1	Dance	\$45,000	\$45,000				
1	Spoken Word	\$45,000	\$45,000				
1	Cosmetology/Fashion	\$45,000	\$45,000				
1	Staging	\$45,000	\$45,000				
1	Vocal	\$45,000	\$45,000				
1	Music	\$45,000	\$45,000				
	TOTAL		\$315,000				
1	Interventionist	\$55,000	\$55,000				
1	ELL Coordinator	\$55,000	\$55,000				
1	SPED Teacher	\$55,000	\$55,000				
1	Office Staff	\$35,000	\$35,000				
1	PT Custodian	\$17,500	\$17,500				
1	PT Nurse	\$26,000	\$26,000				
1	PT Counselor	\$22,500	\$22,500				
1	PT Social Worker	\$22,500	\$22,500				
	TOTAL		\$288,500				
1	Executive Director	\$130,000	\$130,000				
1	Principal	\$100,000	\$100,000				
	TOTAL		\$230,000				
28	SALARAY TOTAL		\$1,328,500				

Chart O.1.



YEAR 2 TOTAL FTE

#	# Added	Role	Salary	Total	Enrollment	PPR	Total PPR	Difference
3	1	Middle School Math	\$45,000	\$135,000	360	\$8,699.12	\$3,131,683.20	\$450,683.20
3	1	Middle School Science	\$45,000	\$135,000				
3	1	Middle School Social Studies	\$45,000	\$135,000				
3	1	Middle School Language Arts	\$45,000	\$135,000				
3	1	Middle School Foreign Language	\$45,000	\$135,000				
1		Middle School P.E./Health	\$45,000	\$45,000				
		TOTAL		\$720,000				
1		Theater	\$45,000	\$45,000				
1		Dance	\$45,000	\$45,000				
1		Spoken Word	\$45,000	\$45,000				
1		Cosmetology/Fashion	\$45,000	\$45,000				
1		Staging	\$45,000	\$45,000				
1		Vocal	\$45,000	\$45,000				
1		Music	\$45,000	\$45,000				
		TOTAL		\$315,000				
2	2	High School Math	\$45,000	\$90,000				
2	2	High School Science	\$45,000	\$90,000				
2	2	High School Social Studies	\$45,000	\$90,000				
2	2	High School Language Arts	\$45,000	\$90,000				
2	2	High School Foreign Language	\$45,000	\$90,000				
1	1	High School P.E./Health	\$45,000	\$45,000				
		TOTAL		\$495,000				
1	1	Theater	\$45,000	\$45,000				
1	1	Dance	\$45,000	\$45,000				
1	1	Spoken Word	\$45,000	\$45,000				
1	1	Cosmetology/Fashion	\$45,000	\$45,000				
1	1	Staging	\$45,000	\$45,000				
1	1	Vocal	\$45,000	\$45,000				
1	1	Music	\$45,000	\$45,000				
		TOTAL		\$315,000				
1	1	<i>PT Restorative Justice Coordinator</i>	\$22,500	\$22,500				
2	1	ELL Coordinator	\$55,000	\$110,000				
2	1	SPED Teacher	\$55,000	\$110,000				
2	1	Office Staff	\$35,000	\$70,000				
1		<i>PT Custodian</i>	\$17,500	\$17,500				
1		<i>PT Nurse</i>	\$26,000	\$26,000				
1		<i>PT Counselor</i>	\$22,500	\$22,500				
1		<i>PT Social Worker</i>	\$22,500	\$22,500				
1	1	Para	\$35,000	\$35,000				
1	1	IT Coordinator	\$30,000	\$30,000				
		TOTAL		\$466,000				
1		Executive Director	\$130,000	\$130,000				
1		Principal	\$100,000	\$100,000				
2		Academic/Artistic Director	\$70,000	\$140,000				
		TOTAL		\$370,000				
58		SALARAY TOTAL		\$2,681,000				

Chart O.2.



YEAR 3 TOTAL FTE

#	# Added	Role	Salary	Total	Enrollment	PPR	Total PPR	Difference
3		Middle School Math	\$45,000	\$135,000	540	\$8,960.10	\$4,838,454.20	\$1,384,954
3		Middle School Science	\$45,000	\$135,000				
3		Middle School Social Studies	\$45,000	\$135,000				
3		Middle School Language Arts	\$45,000	\$135,000				
3		Middle School Foreign Language	\$45,000	\$135,000				
1		Middle School P.E./Health	\$45,000	\$45,000				
		TOTAL		\$720,000				
1		Theater	\$45,000	\$45,000				
1		Dance	\$45,000	\$45,000				
1		Spoken Word	\$45,000	\$45,000				
1		Cosmetology/Fashion	\$45,000	\$45,000				
1		Staging	\$45,000	\$45,000				
1		Vocal	\$45,000	\$45,000				
1		Music	\$45,000	\$45,000				
		TOTAL		\$315,000				
3	1	High School Math	\$45,000	\$135,000				
3	1	High School Science	\$45,000	\$135,000				
3	1	High School Social Studies	\$45,000	\$135,000				
3	1	High School Language Arts	\$45,000	\$135,000				
3	1	High School Foreign Language	\$45,000	\$135,000				
1		High School P.E./Health	\$45,000	\$45,000				
		TOTAL		\$720,000				
2	1	Theater	\$45,000	\$90,000				
2	1	Dance	\$45,000	\$90,000				
2	1	Spoken Word	\$45,000	\$90,000				
2	1	Cosmetology/Fashion	\$45,000	\$90,000				
2	1	Staging	\$45,000	\$90,000				
2	1	Vocal	\$45,000	\$90,000				
2	1	Music	\$45,000	\$90,000				
		TOTAL		\$630,000				
1	1	College and Career Coordinator	\$60,000	\$60,000				
1	1	Psychologist	\$60,000	\$60,000				
1	1	Restorative Justice Coordinator	\$60,000	\$60,000				
2		ELL Coordinator/Teacher	\$55,000	\$110,000				
2		SPED Teacher	\$55,000	\$110,000				
2		Office Staff	\$35,000	\$70,000				
1		PT Custodian	\$17,500	\$17,500				
1		PT Nurse	\$26,000	\$26,000				
1		Counselor	\$45,000	\$45,000				
1		Social Worker	\$45,000	\$45,000				
1		Para	\$35,000	\$35,000				
1		IT Coordinator	\$60,000	\$60,000				
		TOTAL		\$698,500				
1		Executive Director	\$130,000	\$130,000				
1		Principal	\$100,000	\$100,000				
2		Academic/Artistic Director	\$70,000	\$140,000				
		TOTAL		\$405,000				
71		SALARAY TOTAL		\$3,453,500				

Chart O.3.



YEAR 4-6 TOTAL FTE

#	Role	Salary	Total	Enrollment	PPR	Total PPR	Difference
3	Middle School Math	\$45,000	\$135,000	<i>Year 4: 660</i>	<i>\$9,228.90</i>	<i>\$6,091,074</i>	<i>\$2,590,074</i>
3	Middle School Science	\$45,000	\$135,000	<i>Year 5: 680</i>	<i>\$9,505.27</i>	<i>\$6,463,583.60</i>	<i>\$2,962,583.60</i>
3	Middle School Social Studies	\$45,000	\$135,000	<i>Year 6: 700</i>	<i>\$9,505.27</i>	<i>\$6,463,583.60</i>	<i>\$2,962,583.60</i>
3	Middle School Language Arts	\$45,000	\$135,000				
3	Middle School Foreign Language	\$45,000	\$135,000				
1	Middle School P.E./Health	\$45,000	\$45,000				
	TOTAL		\$720,000				
1	Theater	\$45,000	\$45,000				
1	Dance	\$45,000	\$45,000				
1	Spoken Word	\$45,000	\$45,000				
1	Cosmetology/Fashion	\$45,000	\$45,000				
1	Staging	\$45,000	\$45,000				
1	Vocal	\$45,000	\$45,000				
1	Music	\$45,000	\$45,000				
	TOTAL		\$315,000				
3	High School Math	\$45,000	\$135,000				
3	High School Science	\$45,000	\$135,000				
3	High School Social Studies	\$45,000	\$135,000				
3	High School Language Arts	\$45,000	\$135,000				
3	High School Foreign Language	\$45,000	\$135,000				
1	High School P.E./Health	\$45,000	\$45,000				
	TOTAL		\$720,000				
2	Theater	\$45,000	\$90,000				
2	Dance	\$45,000	\$90,000				
2	Spoken Word	\$45,000	\$90,000				
2	Cosmetology/Fashion	\$45,000	\$90,000				
2	Staging	\$45,000	\$90,000				
2	Vocal	\$45,000	\$90,000				
2	Music	\$45,000	\$90,000				
	TOTAL		\$630,000				
1	College and Career Coordinator	\$60,000	\$60,000				
1	Psychologist	\$60,000	\$60,000				
1	Restorative Justice Coordinator	\$60,000	\$60,000				
2	ELL Coordinator/Teacher	\$55,000	\$110,000				
2	SPED Teacher	\$55,000	\$110,000				
2	Office Staff	\$35,000	\$70,000				
1	Custodian	\$40,000	\$40,000				
1	Nurse	\$50,000	\$26,000				
1	Counselor	\$45,000	\$45,000				
1	Social Worker	\$45,000	\$45,000				
1	Para	\$35,000	\$35,000				
1	IT Coordinator	\$60,000	\$60,000				
	TOTAL		\$806,000				
1	Executive Director	\$130,000	\$130,000				
1	Principal	\$100,000	\$100,000				
2	Academic/Artistic Director	\$70,000	\$140,000				
	TOTAL		\$405,000				
71	SALARAY TOTAL		\$3,431,000				

Chart O.4.



O.2. Employees: Management & Evaluation

VPAC applies the core principles of Systematic Truth Learning Method to the management and evaluation of employees. VPAC will adapt the same tool to evaluate teacher effectiveness once the School Design Team has had an opportunity to analyze the tool and give feedback to missing or inappropriate components. The timeline is to finalize all leadership and staff evaluation rubrics is August 2019 with board approval by October 2019.

Coaching Cycle: At VPAC, data is used to help all teachers with regular coaching, increased co-planning, additional observation-based feedback, and clear improvement plans. All VPAC teachers are assigned a coach (Director, SPED Director, ELA Director, or Peer Coach) and receive an informal observation and feedback weekly. Coaches norm biannually to ensure feedback is consistent and rigorous across strategic priorities, core principles and values.

Coaching needs are based on teacher self-assessment in what areas do VPAC teachers want to grow and develop as well as analysis of student academic and non-academic data and classroom observations. This evaluation data is also used to organize weekly professional development sessions. Teachers who do not show adequate progress after mutually agreed upon interventions have been implemented in good faith could be placed on an improvement plan by the Principal.

Evaluation Cycle: All VPAC teachers and staff will also receive a formal annual evaluation and mid-year progress check aligned to the Colorado Department of Education Model Evaluation Rubric. Evaluations are based on academic proficiency and growth of students (50 percent, in alignment with SB 191), classroom observations, parent feedback, and student feedback. Academic proficiency and growth measures are disaggregated and analyzed to ensure achievement gaps are closing. Students achievement is measured by NWEA MAP, internal assessments, including performances and portfolios, and summative assessments such as CMAS and PSAT.

Principal is evaluated annually by the Executive Director according to school goals.

Academic and Artistic Teachers will be evaluated on the following CDE Model Evaluation Standards of Practice:

1. Teachers demonstrate mastery of and pedagogical expertise in the content they teach. At VPAC, this means a full understanding of the Principles of Systematic Truth Learning Method.
2. Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students. At VPAC, this means seeing each student as an individual with gifts and strengths that must be identified, celebrated, and developed.
3. Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students. At VPAC, this means that all core content and project-based classes are highly rigorous, well-organized, and informed by student data.
4. Teachers reflect on their practice. At VPAC, this means that all staff maintain humility and are open to feedback from teachers, parents/guardians, community members, and school leaders.
5. Teachers demonstrate leadership. At VPAC, this means participating fully in the shared power structures in place and using their positional power to lift up all groups.
6. Teachers take responsibility for student academic growth. At VPAC, this means ensuring students are growing according to academic and non-academic metrics and are making an impact in their communities today.



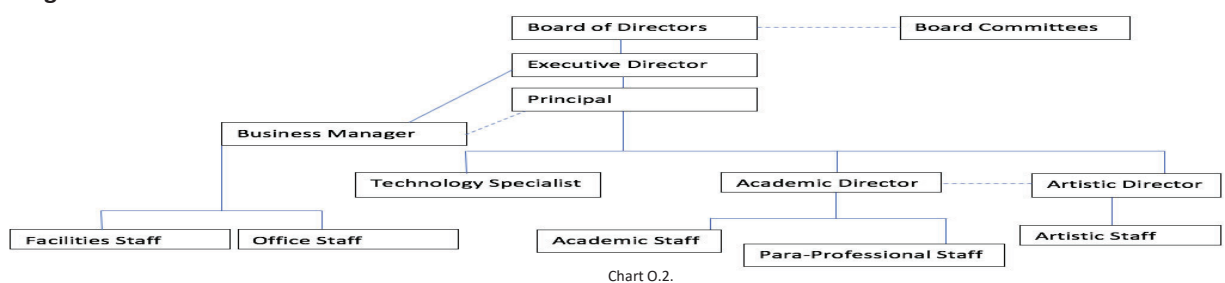
O.3. Employees: School Structure, Policies & Procedures

A staff handbook will be developed in Spring 2019 in collaboration between the School Design Team and founding VPAC leaders and will include the following sections:

- Employment: Including description of at-will status, employee classification categories, separation of employment
- Salary schedule: including payroll deductions (federal withholding tax, PERA, etc.)
- Benefits
- Leave (Sick, Vacation, FMLA, etc.) and Substitute Policies
- Grievance and Dispute resolution policy and procedures
- Conflict of interest (in alignment with APS Board Policy GBEA)
- Nondiscrimination and Non-harassment (In alignment with APS Board policies GBAA-R and GBAA-E)
- Tobacco-free and Drug-Free workplace (in alignment with APS Board Policy GBEC)

A draft of is provided in Appendix

Organizational Structure



VPAC' organization structure is designed intentionally to fulfill the school's mission and meet the needs of students and community. The Executive Director is ultimately responsible for employment decisions for all academic and artistic staff, non-academic staff, including front office personnel, mental health experts, and community partners within VPAC. The Principal is directly managed by the Executive Director who is responsible for fiscal management, communications management with the Aurora Public Schools district and Board of Education, providing oversight and leadership in guiding the launch of VPAC, and executing on the mission, vision, and strategic priorities of VPAC. The Executive Director is also responsible for monitoring the principals practices and delivering timely feedback and coaching. Formal evaluations of the principals will occur 3 times per academic year. The Executive Director is responsible for maintaining relationships with other school administrators and will engage in teacher PD/observations at least once per semester.

ROLE:		REPORTS TO:
EXECUTIVE DIRECTOR		BOARD OF DIRECTORS
RESPONSIBILITIES		
OPERATIONS	STAFF	EXECUTIVE DUTIES
Organization Operations <ul style="list-style-type: none"> • Staffing • Fiscal Management 	Manages Principal Office Manager and Business Manager	APS Authorizer Relationship, Fundraising, Community Engagement, Board execution

Chart 0.3.

The Principal is responsible for managing the following non-academic staff: academic staff, ELD Director, ELD Teachers, SPED Director, SPED Teachers, Interventionists, and Paraprofessionals.



ROLE:		REPORTS TO:
PRINCIPAL		EXECUTIVE DIRECTOR
RESPONSIBILITIES		
ACADEMIC PERFORMANCE	STAFF	Coaches
Oversees VPAC academic performance	Manages Academic, Artistic, ELD, and SPED Director	All Directors to lead staff in department

Chart O.4.

The Directors are responsible for managing the department.

ROLE:		REPORTS TO:
ACADEMIC, ARTISTIC, ELD AND SPED DIRECTOR		PRINCIPAL
RESPONSIBILITIES		
ACADEMIC PERFORMANCE	STAFF	Coaches
Executes VPAC academic performance plan set by Principal	Manages Academic, Artistic, ELD, and SPED team	All STL (Senior Team Lead) to co-coach each staff in department

Chart O.5.

The STL are responsible for co-coaching the department

ROLE:		REPORTS TO:
Senior Team Leads		DIRECTORs
RESPONSIBILITIES		
ACADEMIC PERFORMANCE	STAFF	Coaches
Aids in executing VPAC academic performance plan set by Principal	Co-Coaches Academic, Artistic, ELD, and SPED team	Co-coaches staff in department

Chart O.6.



Section P: Insurance

VPAC will use Moody Insurance, to insure the new school in accordance with APS requirements. At a minimum, insurance coverage will meet the following: Liability Insurance that covers all staff and Board members; Bodily Injury; Property Damage; and Abuse and Molestation, and Worker's Compensation. VPAC plans on doing extensive due diligence to develop the safety manual specific to the school model by Spring 2020, upon securing facility.

This insurance should:

- Ensure General liability policies at a minimum of \$2,000,000 per occurrence/wrongful act that cover at least the following: Bodily Injury; Property Damage; and Abuse and Molestation.
- Ensure coverage of Workers' Compensation as required by state law (C.R.S. 8-40-202).
- Ensure liability insurance policies at a minimum of \$1,000,000, per occurrence/wrongful act that covers at least the following: officers and directors; employee errors and omissions; Crime and Fiduciary Liability; Student Accident; Off-campus activities, including field trips, program specific needs, and sporting events; Cyber Liability, including social media exposures.

The Executive Director will be responsible for drafting and annually revising an Emergency Management Plan in collaboration with local law enforcement and APS requirements.

At a minimum, this plan will include the following considerations, in compliance with (C.R.S. 22-32-109.1(2) and (4)(d)(I))²⁶:

- The formation of safety teams and back-ups who will serve as leads and key contacts in case of emergency;
- Locations for operational locations and support functions;
- Memoranda of understanding with community partners, as necessary;
- Plans for coordinated collaborative drills and exercises with Aurora Public School;
- Plans for orientation meetings and trainings with all school staff to inform all parties about emergency operation plans;
- A timeline and strategy for compliance with all state, local, and district requirements;
- Review of incidents to modify policies if necessary.

²⁶



Section Q: Dispute Resolution Process

VPAC is committed to fully complying with section 12.9 of the charter contract regarding Dispute Resolution. This includes first submitting a dispute to the Superintendent or designee for review. VPAC understands that representatives of APS and VPAC will meet and negotiate in good faith to resolve the dispute. VPAC further understands that it may invoke CRS 22-30.5-107.5²⁷ and retain an independent mediator to assist the parties in further negotiations. Once a mediator is chosen according to the steps outlined in Section 12.9 of the charter contract, and after additional negotiations have concluded, the mediator will draft final written findings and serve both parties within 120 days. VPAC honors that the State of Colorado Board of Education has final say in process.

²⁷ http://www.cde.state.co.us/cdechart/csact_part1



Section R: Waviers

Chart R-1 below lists state waivers that are automatically granted to charter schools in Colorado. VPAC will follow the wawviers set by CDE²⁸.

State Statute Citation	Description
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks
22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1)(ee), C.R.S.	Local board powers-Employ teachers' aides and other non-certificated personnel
22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4), C.R.S.	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act- Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S	School Year-National Holidays

Chart R.1.

²⁸ <http://www.cde.state.co.us/cdechart/waivers>



In order to fully implement its mission and vision, VPAC will also request the following non-automatic waivers and will work with APS staff to ensure appropriate procedures are followed during the contracting period upon approval.

Statute	Rationale	Replacement Plan	Duration	Outcome
22-63-201: Teacher Employment Act - Compensation & Dismissal Act- Requirement to hold a certificate	VPAC will be responsible for all personnel matters, including the eligibility requirements for staff members.	VPAC will hire teachers according to the requirements outlined in Every Student Succeeds Act, as adopted by the state of Colorado.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will hire and retain high quality teachers and staff that will meet the needs of all VPAC students.
22-63-202: Teacher Employment Act - Contracts in writing, damage provision	VPAC will retain authority to establish its own personnel procedures to maximize alignment between staff and VPAC mission and vision.	VPAC will execute an Employment agreement or Contract with each employee, reflecting "at will" employment status.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will hire and retain high quality teachers and staff that will meet the needs of all VPAC students.
22-63-203: Teacher Employment Act- Requirements for probationary teacher, renewal & nonrenewal	VPAC will be responsible for all personnel matters, including the eligibility requirements for staff members.	VPAC will execute an Employment agreement with each employee, reflecting "at will" Employment status.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will hire and retain high quality teachers and staff that will meet the needs of all VPAC students.
22-63-206: Teacher Employment Act- Transfer of teachers	VPAC retains the ability to hire its own teachers and deny the transfer of any teachers from Aurora Public Schools.	VPAC will hire highly qualified, mission-aligned teachers. APS teachers wishing to join the VPAC team may apply and will be considered fairly.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will hire and retain high quality teachers and staff that will meet the needs of all VPAC students.
22-32-109(1)(n)(I): Local Board Duties Concerning School Calendar	VPAC requests the ability to modify the academic calendar to maximize the VPAC program.	VPAC will establish its own academic calendar that meets or exceeds all district and state requirements.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC students will have adequate time to master key competencies and complete projects that bring value to their communities.
22-32-109(1)(n)(II)A): Teacher-Pupil Contact Hours	VPAC request an extended day to maximize the VPAC program.	VPAC will establish its own academic calendar that meets or exceeds all district and state requirements.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC students will have adequate time to master key competencies and complete projects that bring value to their communities.
22-2112(1)(q)(I): Commissioner Duties- concerning the reporting of performance evaluation ratings	VPAC will be responsible for all adapting all evaluations.	VPAC will implement a rigorous, transparent, and equitable evaluation system for all students.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC students will report feeling supported and respected, as captured by regular surveys.
22-9-106: Local Board Duties Concerning Performance Evaluations	VPAC operates a unique educational model and will be responsible for developing its own evaluation system.	VPAC will implement a rigorous, transparent, and equitable evaluation system for all staff members.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC staff members will report feeling supported and respected as professionals, as captured by regular surveys.



DJB- Purchasing Procedures	VPAC will determine its own purchasing procedures with the intent of maximizing resources available to execute the vision, mission and strategic priorities.	Financial operations and oversight will be provided by Payroll Vault, a Colorado based firm specializing in Charter School Finance. PAYROLL VAULT will work with the school to setup appropriate policies and procedures.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to determine and manage its own purchasing procedures.
DKA- Payroll Procedures / Schedules DKAA- Final Salary Computation- Separated Employee	VPAC will determine its own payroll schedule and will establish its own procedures for distributing paychecks.	Financial operations and oversight will be provided by EdTech, a firm specializing in Charter School Finance. EdTech will work with the school to setup appropriate payroll policies and procedures.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to determine its own method and schedule for distributing payroll.
DKC- Expense Authorization / Reimbursement	VPAC will establish its own expense reimbursement policies and procedures.	Financial operations and oversight will be provided by Payroll Vault, a Colorado based firm specializing in Charter School Finance. PAYROLL VAULT will work with the school to setup appropriate payroll policies and procedures.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to determine its own expense reimbursement policies and procedures.
FF- Naming of a School or Facility	VPAC will determine the name of all facilities it owns or occupies.	The Community Design Team will develop a process with the VPAC Board for naming the facility acquired.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to name its facility to reflect the desires of the Community Design Team.
GBGA- Staff Health and Safety	VPAC will implement its own policies for staff medical examinations for both physical and mental health and will establish policies for the retention of medical records. The school will comply with the Americans with Disabilities Act and with the Public Records Act.	VPAC will offer comprehensive healthcare and dental coverage to employees. If an employee chooses to opt out of the School's health insurance benefits program, the employee must complete an Employee Health Insurance Responsibility Disclosure (HIRD) form, which requires the employee to confirm that he/she is declining coverage and to verify that they are receiving coverage independently or through a family member.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to implement its own policies for Staff Health and Wellness.



GBGB- Staff Personal Security and Safety	VPAC will create its own procedures for disciplining scholars who commit an offense against a teacher or other staff member.	VPAC will partner with the Community Design Team to create a policy to be included in the staff and student handbook.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to establish and enforce discipline procedures according to its vision and plan for school culture and discipline.
GBJ- Personnel Records and Files	VPAC will be responsible for creating and maintaining personnel records. The school will comply with the Americans with Disabilities Act and with the Public Records Act	In partnership with Payroll Vault HR services, VPAC will ensure adequate personnel policies are in place with regards to personnel records.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to create and maintain their own personnel records.
GBK- Classified Staff Concerns / Complaints / Grievances	VPAC will establish its own procedures for staff to present grievances and resolve conflicts.	In partnership with Payroll Vault HR services, VPAC will ensure adequate personnel policies are in place with regards to employee complaint procedures. .	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to establish its own procedures for staff members to present grievances and resolve conflicts.
GCB- Professional Staff Contracts and Compensation GCSA- Professional Staff Contracts / Compensations / Salary Schedules	VPAC will determine appropriate salaries for all members of its staff and will periodically conduct its own salary reviews.	In partnership with Payroll Vault HR services, VPAC will ensure adequate personnel policies are in place with regards to salaries and pay periods.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to determine appropriate salaries for all staff members.
GCCAB – Staff Personal / Emergency / Legal Leave GCCAH – Staff Paid Leave GCCAI – Staff Medical and Family Leave GCCB- Administrative, Professional / Technical and Instructional Staff Leaves and Absences GCCBAA – Administrative, Professional / Technical Staff Health Leave Bank GCDB- Administrator / Professional / Technical Employee Vacations	VPAC will determine its own policies for personal leave for its entire staff. The school will comply with all state and federal laws concerning leave for religious observance and for the fulfillment of civic duties as well as the Family Medical Leave Act.	In partnership with Payroll Vault HR services, VPAC will ensure adequate personnel policies are in place with regards to employee leave.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to determine personal leave policies for its entire staff.
GCE/GCF- Professional Staff Recruiting / Hiring	VPAC will make all of its own staff hiring decisions.	In partnership with Payroll Vault HR services, VPAC will ensure adequate personnel policies are in place with regards to equal opportunity employment.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to make all of its own staff hiring decisions to ensure mission alignment



GCOC- Evaluation of Administrative and Professional / Technical Staff	VPAC will determine its own methods for evaluating administrative staff and will conduct its own staff evaluations.	In partnership with Payroll Vault HR services, VPAC will ensure adequate personnel policies are in place with regards to staff evaluations.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to establish the policies, procedures, criteria and frequency of administrative staff evaluations.
GCQF- Discipline, Suspension and Dismissal of Administrators and Professional / Technical Employees	VPAC will determine its own policies for discipline administrators and other professional employees.	In partnership with Payroll Vault HR services, VPAC will ensure adequate personnel policies are in place with regards to disciplining employees.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to establish the policies, procedures, and criteria for dismissing its employees.
IE- Organization of Instruction	VPAC must have the authority to determine its own instructional practices in order to implement its educational program.	VPAC has outlined its instructional plan in detail in Section D of its charter application.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to implement its educational program outlined in its charter application.
IC/ICA- School Year / School Calendar ID- School Day	VPAC will determine its own school day, academic calendar, and will meet or exceed the number of teaching days required by both the state and the district.	See Appendix.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to create a school day, school year and school calendar that meets the outcomes of its educational program.
IJJ/IJK- Textbook Selection and Adoption / Supplementary Materials Selection and Adoption	VPAC will determine its own policies for the selection of all learning materials and the extent to which those materials will be integrated into the curriculum.	VPAC has outlined the timeline for curriculum creation in Section D.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to select and adopt textbooks to be used for instruction that align with its educational program.
IKE- Retention, Promotion and Acceleration of Students	VPAC will establish its own policies and procedures for retention, promotion or acceleration to meet the academic needs of its students.	VPAC will ensure adequate personnel policies are in place with regards to student promotion and acceleration.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC will be able to determine its own policies and procedures for retention, promotion or acceleration in order to meet the academic needs of students.
KCD- Public Gifts/Donations to Schools	VPAC is incorporated as a 501(c)(3) organization and intends to conduct significant fundraising activities. VPAC should be authorized to accept all gifts without approval from the superintendent.	The Board will be authorized to accept gifts on behalf of the school.	VPAC requests the waiver be for the duration of its contract with the Aurora Public Schools Board, or five academic operating years, through June 2025.	VPAC' Board of Directors will be able to accept gifts on behalf of the school.

Chart R.2.